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ABSTRACT

Prepared as Book Four of a focused evaluation report submitted to the North Central Association, this document provides a plan for assessing student academic achievement at New Mexico State University's two-year branch campus at Carlsbad. First, a narrative is provided describing the plan and its role in overall institutional assessment and detailing its three major components: (1) data on institutional outcomes; (2) on occupational, general education, or transfer programs; (3) and on individual courses. The narrative also describes methods used to collect information, including pre-enrollment assessment and tracking transfer, employment, and licensure outcomes to gather institutional data; tracking enrollment trends, equipment needs, cost effectiveness, and full-time faculty recommendations for program outcomes; and pre-course assessments of student expectations, writing evaluations, and standardized tests for course outcomes. The bulk of the report then provides 18 appendixes providing organizational charts of institutional assessment; institutional intake, continuing, and follow-up survey instruments; placement test cut scores; a student placement waiver form; data on developmental versus non-developmental student outcomes and general program outcomes; a description of program clusters; a timeline for assessing graduates; a summary of graduate outcomes by program; a chart of achievement criteria for graduates; sample program review forms; a faculty assessment activity list; assessment forms for individual courses; college vision statements; descriptions of desired graduate outcomes and defining characteristics; and a description of campus-wide initiatives from 1993. (HAA)

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# *NEW MEXICO STATE UNIVERSITY AT CARLSBAD*

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# PLAN FOR ASSESSMENT OF STUDENT ACHIEVEMENT

## *BOOK FOUR*

JC 960 639

*NEW MEXICO STATE UNIVERSITY AT CARLSBAD*

# ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT

## ASSESSMENT STRUCTURE

*One portion of the overall plan for institutional assessment is the plan for assessment of student academic achievement. The conceptual framework for this plan is related to the Mission of the college, to its Goals and Purposes and to its graduate outcomes. The plan has three major components: the institution itself (institutional data), the occupational/vocational and/or general education or transfer programs (program data), and the individual courses (course data) see Appendix I. Portions of the plan either relate to or are tied to all three components.*

## INSTITUTIONAL ASSESSMENT OF STUDENTS

*The beginning portion of the Mission statement, "...the provision of access to quality post-secondary education for the people of southeastern New Mexico", provides the impetus for the institutional portion of the assessment plan. General student data is collected by surveys distributed during general registration each semester or through various intake surveys*

*utilized by the various ancillary services (See Appendix II). It includes the following:*

- *enrollment status*
- *gender*
- *ethnicity*
- *primary academic goal*
- *non-academic reasons for attending*
- *family structure*
- *receipt of social assistance or financial aid*
- *family income*
- *high school diploma/GED*
- *first time family member in college*
- *length of time since last academic experience*
- *program/major*
- *continuing/transfer*
- *in-district/out-of-district*
- *previous college experience*
- *physically, academically or economically disadvantaged*
- *English as second language*
- *employed while attending*
- *ACT scores (if available)*

*Once collected, this information supplies data about our major service areas and provides insight into the types of students the college is serving. Information such as the student's family background, their financial concerns, academic goals, etc. assist the Institution in determining service needs. In addition to providing needed demographic figures, the data assists us in such areas as decision-making regarding additional areas which may need more emphasis in recruitment; the amount and type of assistance our*

*students might need, (e.g. financial, such as tuition, child care or help with living expenses; job acquisition; tutorial or special need information); and student outside interests such as the desire to participate in various clubs or organizations. Other tools such as the continuing student survey (See Appendix III) provide feedback about many general aspects of the Institution including such factors as quality of instruction, ease of registration, the bookstore, number of course offerings and hours of course offerings, etc. Feedback from the survey can be utilized in regard to future course scheduling, the provision of more flexible hours for institutional services or expanded pre-registration times. Changes that have been enacted as a result of data gained from the survey include longer library and business office hours and more day courses. The Institution has also enhanced its physical and learning environment to meet the needs of the special student.*

*Another institutional form of assessment which relates to the goal/purpose statement aimed toward student success includes a college adopted pre-enrollment assessment package, the ASSET. This package evaluates the students' existing abilities in reading and math. The students' English skills are also evaluated through the use of an instructor made exam.*

*This testing battery is required for any student planning to enroll in English, math or reading, or any student pursuing a certificate or associate degree. Faculty were instrumental in the calculation of cut-off scores and related class assignments. (See Appendix IV.) An alternative loop is available for the student who decides not to take advantage of the recommendation regarding developmental classes. The student can sign a waiver indicating their understanding of the recommendation that they should enroll in the identified developmental class and that they are responsible for their success or failure for choosing an alternative course. (See in Appendix V.)*

*The faculty are presently discussing the elimination of the waiver option. Although the college has an open door admission policy, this does not guarantee admission to every class. One point in the discussion is that if faculty are truly committed to student success, and the need for developmental education is indicated in order for that success to occur, it is a philosophical contradiction to allow the student to utilize a waiver option.*

*From the data available regarding student performance in "developmental" curriculum, the Institution then tracks students as they move*

*through this curriculum to general studies. This assessment and resultant data includes:*

* *students recommended to take at least one "n" class and their success in general college curriculum and/or program specific studies*
* *students who have chosen the waiver option and their subsequent success in the general college curriculum*
* *graduation rates for all persons identified as beginning in developmental curriculum*
* *students completing their GED through Adult Basic Education and entering the college curriculum*

*Evaluation is performed on students as they progress through the developmental curriculum. Comparisons are made between students who test into regular college curriculum, between those who take a developmental class or choose the waiver option (See Appendix VI) and those who have entered from the Adult Basic Education program. The Learning Assistance Center also evaluates and tracks students who access the Center for tutorial purposes regarding their academic performance. This data provides feedback regarding the success of the developmental studies and provides information for faculty in reference to curriculum review. Other questions which have emerged as a result of this data collection includes:*

* *what are the reasons students decide not to enroll in developmental curriculum?*

- *does the outcome of the ongoing evaluation of the assessment plan demonstrate that the plan continues to be consistent and valid? Is it actually evaluating what we want to evaluate?*
- *could a mini-review correct the identified weak areas and therefore eliminate the need for a free-standing developmental course?*
- *what non-academic factors might have affected student performance on the placement tests?*
  *(e.g. test anxiety, anxiety regarding the testing environment, etc.)*
- *is there a need for testing and tracking students who do not meet the degree seeking or specific class criteria for placement testing?*

*The answer to these and future questions will provide more detailed data about the intake assessment of student academic success.*

*In coordination with the goal/purpose statement of "maintaining transferability of credits to other educational institutions", a third area of institutional assessment involves tracking the success of transfer students. Such data includes the following:*

- *graduation rates at four-year institutions*
- *length of time required for completion of higher degree*
- *academic performance (overall GPA and/or grades by courses)*
- *comparison of NMSU-C's graduates with graduates from similar institutions.*

*The State of New Mexico does not have in place any type of formal inter-linked institutional access tools to obtain this information. Therefore, NMSU-C is dependent upon other institutions to provide this on an*

*individual student-by-student basis. As a result, this is some of our most difficult information to obtain.*

*In coordination with the goal/purpose statement of providing technical and vocational, certificate and associate degree programs that meet specific occupational needs of the community, the Institution reviews three additional forms of assessment data, including:*

* *overall graduation numbers of associate degrees and certificate completion*
* *degree-graduation numbers by program*
* *certificate-graduation numbers by program*
* *program attrition percentage*
* *program success percentage*

*Employment patterns:*

* *number of graduates who find jobs in their area of expertise (program specific)*
* *employer evaluation of graduate/employee performance in specific program areas*
* *location of employment by program*
* *input from advisory committees*

*Licensure results*

* *NCLEX (nursing licensure exams - PN and RN)*
* *licensure from other vocational programs*
* *other standardized test results by program*
* *any pre- or post-testing data*
* *any state, regional, or national awards*

*Although in most instances these pieces of data may be program driven, they are reflective of overall institutional success. (See Appendix VII.)*

*The definition and acceptance of the graduate outcomes is certainly one of the major accomplishments of the past year. The identification of the knowledge, skills and abilities our graduates will possess has provided another foundation for monitoring students' academic success.*

*The college is in the very beginning stages of this form of data collection. It is the goal of the Institution that the graduate will be provided with a collection of accomplishments and successes that evidence the achievement of the graduate outcomes and from that, the achievement of their academic goals.*

*Beginning with the Fall, 1994 semester, as efforts were made to improve student advising and tracking, coordinate course offerings and classroom usage, and assess student academic achievement, similar academic programs on campus were divided into a "cluster" structure.*

*The cluster format facilitated institutional and program assessment of the accomplishment of graduate outcomes by associate degree seeking students. Specific methods were chosen by the various clusters in order to*

*better reflect specific student academic achievement in those areas. (See Appendix VIII.)*

*In the fall of 1994 a timeline was created which outlined the dates for the various programs to begin development of a plan for documenting methods by which students from the program would achieve the graduate outcomes Other programs will follow in subsequent years (See Appendix IX.) Since a program in the Allied Health Cluster was scheduled for its own accreditation visit in the spring of 1995, it would actually begin data collection from its pre-existing plan. Regardless of the cluster, a portion of the developed plan would identify which courses, either general education or program specific, assisted the student in meeting their graduate outcomes.*

*The plan would also include identification of which courses in the degree plan for the program "taught", "emphasized" or "reinforced" one or more of the defining characteristics of the graduate outcomes. Once each program has completed the identification of those courses a generalized matrix will be created which identifies a selection of courses that must be included in the students degree plan to ensure accomplishment of each of the graduate outcomes. For example, for each graduate outcome a student must*

*have completed at least one course identified as a course which "teaches" the outcome. (See Appendix X.)*

*The overall institutional assessment of the completion of graduate outcomes will be documented in a variety of methods. (See Appendix XI.) For some students, e.g. art or secretarial, a portfolio system may be utilized; for others it may be a compilation of writings; for some, the documentation of various forms of psychomotor achievement, e.g. welding or electronics.*

*Several questions emerged as clusters began the formulation of the specific plans. One of these questions concerned transfer students and identification of the procedures for documentation of the achievement of graduate outcomes from courses from other institutions. One recommendation from the Assessment Committee suggested that in order for NMSU-Carlsbad to "certify" the student had indeed met the graduate outcomes, the student must complete at least their last two full-time semesters at NMSU-Carlsbad. A similar area of concern was voiced regarding Distance Learning courses. These questions continue to be addressed by the committee.*

*The last form of institutional assessment which relates to the student academic achievement is the Community Business Survey. The survey was conducted in the summer of 1993 and a portion of the survey provided information concerning the perceptions of the business community regarding the qualities of programs and their graduates. Results from the survey are available on site.*

***OCCUPATIONAL AND TRANSFER EDUCATION PROGRAM ASSESSMENT***

*The formal Program Review provides one of the major portions of overall assessment within specific programs. This report is generated every five years and includes such data as enrollment trends, equipment needs, cost effectiveness, and additional full-time faculty needs and recommendations.*

*The enrollment section of the review supplies data reflective of specific enrollment numbers in various courses within the program, enrollment in courses in other programs with a relationship to the program under review, and the program's relationship to enrollment in general education requirement courses. It also includes a review of graduation numbers and information supplied to and available from the program/cluster's advisory*

*committee. (See Appendix XII.) The review provides a means through which the program can predict future personnel, travel, equipment and supply needs. It also evaluates the program's cost-effectiveness considering the program's cost and resultant productivity. This is directly related to the budgetary process. The outcome of these findings can have a direct bearing on the viability of various programs, e.g. in the areas of continuing the program as is; or downgrading or expanding the program.*

*In addition to the formal review as a portion of program assessment, several of the vocational programs (welding, electronics and nursing) have more specific program review forms which occur as an ongoing process from outside (program specific) accrediting agencies. (See Appendix XIII.)*

***COURSE ASSESSMENT***

*Moving down the assessment ladder to specific courses, additional assessment techniques are utilized. Each faculty member on campus was interviewed regarding various assessment techniques utilized in their courses. (See Appendix XIV). Many similarities were found. These included pre-course assessments to determine student expectations of the course; pre- and post- writing to demonstrate improvement in performance; standardized testing to evaluate student achievement with others from similar programs*

*and institutions and psychomotor tests to evaluate manual performance skills. A example of specific data collection by course can be found in Appendix XV.*

*Each of the forms of assessment, from general institutional assessment to specific course assessment, is used to provide evaluation aimed toward institutional improvement. Examples of improvement from these assessments range from better teacher effectiveness and better textbook selection in a specific course to offering alternative class scheduling on the part of the institution, as a whole, and to improve services, increase enrollment and graduation numbers.*

*As is noted in the Mission, this Institution "values all persons as individuals who have the possibility for success". Although that success will be different for each person, the Institution is committed to providing the accessibility that makes that success achievable. It is only through ongoing evaluation and a willingness to change and adapt that the Institution can shape itself to provide the framework for that commitment.*

*Summary*

*Based on the five evaluative questions*

1.) ***To what extent has the institution demonstrated that the plan is linked to the mission, goals, and objectives of the institution for student learning and academic achievement, including learning in general education in the major?***

*The plan for assessing student academic achievement is directly linked to the mission. One portion of the Mission of the college is the provision of access to quality post-secondary education to the citizens of southeastern New Mexico. From that Mission evolved the Goals and Purposes statements. Several of these statements relate directly to the academic areas of the college and include:*

a. *preparing students to become good citizens, earn a living and contribute to the quality of life in a complex global society by offering courses and programs which:*

- *encourage enrollment of students from a diversity of cultures,*
- *maintain transferability of credits to other educational institutions.*
- *provide technical and vocational, certificate and occupational needs of the community.*
- *provide non-credit in a wide variety of areas for personal enrichment, socialization with friends, and development of hobbies and practical skills.*
- *provide education and training for local business clientele.*

* *provide developmental education to prepare academically under-prepared and disadvantaged students for success in traditional college classes.*

b. *provide services that support the educational, personal and professional development of each students.*

*In an effort to accomplish these Goals and Purposes, NMSU-C offers a comprehensive curriculum which includes:*

* *general education programs*
* *certificate level technical education programs*
* *two year associate degree programs*
* *transfer programs*
* *adult basic education*
* *developmental education program*

*Student success is the primary objective of all the academic endeavors at the college. This is true beginning with the assessment of basic skills to the successful completion of the graduate outcomes.*

*The general education component for the certificate and degree programs assist the student in meeting graduate outcomes. (See Appendix X.) These courses also provide the foundation for success in the core classes within the various programs.*

*Courses within the general education component also are utilized by students whose goal is transferring to other institutions of higher education. Tracking of students in junior and senior level courses is important for*

*instructors at NMSU-C, especially those teaching general studies. Due to the lack of any formal computerized linking between the institutions of higher education in New Mexico, this data is often the most difficult to obtain. There are many instances in which the college has had to seek this data on a student-by-student basis. Although this is a very time consuming task, this data is essential in evaluating the academic base provided by NMSU-C. Student tracking also occurs in selected vocational programs as students continue into bachelor's completion programs.*

***2.) What is the institution's evidence that faculty have participated in the development of the institution's plan and that the plan is institution-wide in conceptualization and scope?***

*Over the past year full-time faculty have met on several consecutive Fridays and thereafter at least monthly to work on various items including acceptance of the newly revisited Mission, program vision statements, (see Appendix XVI), graduate outcomes, (see Appendix XVII), college wide initiatives (see Appendix XVIII) and academic program restructuring (see Appendix VIII). With the upcoming NCA visit, several new committees were formed. One of these was a sub-committee of the self-study planning committee whose focus would be assessment. This committee is meeting*

*every two to four weeks on an on-going basis. Their efforts produced the timeline for assessment of graduate outcomes, a graph identifying through which courses students can accomplish meeting their graduate outcomes and a revision of the program review form, etc.*

*Other areas on campus have also been active on the assessment committee and have encouraged the development of assessment plans which are specific to their own departments and mirror the academic assessment plans.*

***3). How does the plan demonstrate the likelihood that the assessment program will lead to the institutional improvement when it is implemented?***

*Although in its infancy, the assessment plan has already lead to areas of improvement campus wide. Some examples of changes that have been implemented as a result of assessment include:*

*<u>For the Institution</u>*

* *projected increase in the number of day class offerings*
* *a student suggestion box*
* *longer library hours*
* *Saturday course offerings*
* *upper division offerings in some areas*
* *discussion of the adoption of various standardized assessment tools*

- *ongoing evaluation of the placement tests*
- *increased sensitivity to the business of the community*
- *addition of the Elderhostel program*

*Within Programs*

- *reopening of the Licensed Practical Nurse Certificate program*
- *separate courses for physical assessment and medication administration*
- *change in Nursing Program pre-requisite from ENGL 111G to BIOL 154*
- *a medical transcription/medical records option for the Associate in Secretarial Degree*
- *expanded offerings in spread sheets and word processing programs*
- *new agreement opportunities in the welding technologies program*
- *expansion of the radiological and hazardous waste management program to the environmental and science technology program*

*Within Courses*

- *class surveys which assess students perceptions of knowledge gained*
- *completion of theoretical material prior to clinical experiences in NURS 157*
- *more autonomy in science labs*
- *better documentation of the achievement of academic success in the occupational programs.*

*The plan includes the provision of several forms of feedback within and without the academic area. It has many areas of evaluation that provide information concerning student success and has been utilized for program improvement.*

***4). Is the timeline for the assessment program appropriate? realistic?***

*The timeline for the assessment plan is appropriate and realistic. In reference to the achievement of the graduate outcomes, the plan provides for a 4-year timeline for each of the programs within the clusters to sequentially develop and implement their own plan for documentation of the achievement of graduate outcomes (see Appendix IX). These plans will identify the criteria by which their graduates meet the outcomes and how this data will be collected (portfolios, videos or psychomotor demonstrations). With one to two programs in each cluster devising plans on an ongoing basis, ample opportunity is provided to learn from each other, receive feedback regarding what approaches were successful or unsuccessful and to ask new questions.*

*As programs determine which courses in either the general education or core classes of their curriculum either teach, emphasize or reinforce the defining characteristics of the graduate outcomes, students will have clear guidance regarding course selection. This will be especially helpful in the Associate Degree Undesignated option. The timeline to accomplish this in the 1995-1996 academic year is optimistic but necessary.*

*The time frame for pre-enrollment placement testing in the area of math, reading and English is scheduled during pre-registration and periodically throughout the semester. This timeline is appropriate and realistic for both advisors and students.*

*Annual surveys of graduates, employers and continuing students are also realistic in their timelines and provide valuable feedback. Should the college move to a more standardized form of student evaluation of instruction, student satisfaction or graduate satisfaction, or alumni follow-up costs will be an essential consideration in regard to the appropriateness of the timeline for implementation of the surveys.*

***5.) What is the evidence that the plan provides for appropriate administration of the assessment program?***

*The plan for assessment of student academic achievement is appropriate in regard to its administration. Cluster leaders are responsible for the creation and implementation of the plan to assess graduate outcomes. With the update of the program review, specific guidelines are set for program annual and five-year evaluation process which includes review of student academic performance in the courses within the cluster, review of graduate and employer surveys, job placement and future faculty and*

*budgetary needs. The Associate Provost for Instruction is ultimately responsible for all areas of assessment relevant to student academic achievement.*

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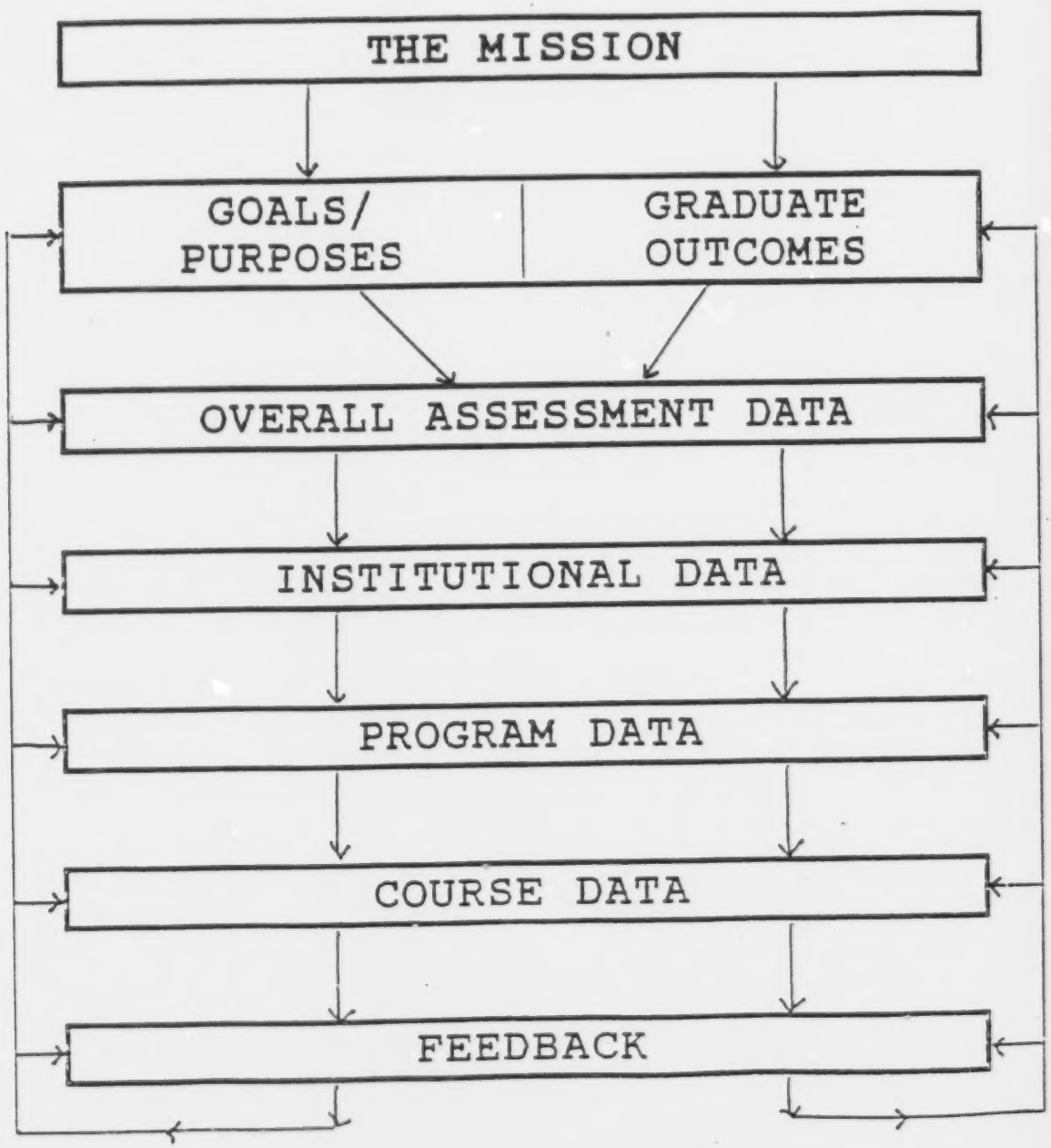
# *APPENDIX I*

*ASSESSMENT STRUCTURE*



## ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT
## INSTITUTIONAL PLAN

| Assessment Tool | Time Frame | Assessment Population | Responsible Party | Individuals who Utilize Findings | Implications of Findings |
|---|---|---|---|---|---|
| Assest Placement Testing | Prior to enrollment | All certificate and degree seeking students or anyone intending to enroll in college level English or Math | Student Services and the Learning Resource Center | Learning Assistance Center.<br><br>Faculty.<br><br>Student Services. | Used as indicators for placement in English, Math or Reading classes |
| Entering student survey (Registration survey) | Prior to enrollment | All enrolling students | Student Services | Student Services | To determine overall mix and/or needs of the student body |
| Student Right to Know Act Report | Annually | All enrolled students | Student Services | Student Services | |
| Faculty evaluations by students | Each semester | All enrolled students | Faculty and the appropriate administrative body | Faculty Administration Program Directors | Improvement of instructional effectiveness |

| | | | | | |
|---|---|---|---|---|---|
| Graduate survey | Annually | All graduating students | Student Services | Faculty<br>Student Services<br>Administration<br>Programs<br>Advisory Committees | Total college evaluation of pluses and minuses of the student experience.<br><br>Analysis of job placement and salaries. |
| Continuing student survey | Each semester | All continuing students | Student Services | Student Services<br>Faculty<br>Administration | To determine level of satisfaction with the college and its services |
| Program Completer survey (general - college; specific- by program) | Annually | All program completers | Program director/leader | Programs | To determine level to program satisfaction |
| Outstanding student award | Annually | One student within each academic area | | | |
| Ambassadors | Annually | Outstanding students | Student services, faculty | | |

| | | | | | |
|---|---|---|---|---|---|
| Alumni Survey | Annually | All degree completers | Student services | Student services Programs Faculty | To determine level of satisfaction with the college |
| Student Success Model | Each semester | All entering students | Student Services | Student services | To better facilitate student enrollment and progression |

## ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT PROGRAM PLAN

| Assessment Tool | Time Frame | Assessment Population | Responsible Party | Individuals who Utilize Findings | Implications of Findings |
|---|---|---|---|---|---|
| Program Review | Annually<br>- Budget<br>- Faculty numbers<br>- Effectiveness<br>Five Year Plan | All students, facutly and administrative personel involved in the programs implementation | All students, facutly and administrative personel involved in the program's implementation | Faculty teaching in the program<br><br>Administrative personnel<br><br>Clusters | Total evlauation of program effectivness |
| Faculty evaluations<br>- self<br>- student | Annually for self<br>Each semester for student | Individual faculty member<br><br>Students in the program | Faculty member | Faculty member<br><br>Cluster members | Improved teacher effectiveness<br><br>Improved course construction |
| Program Completer Survey | Annually | Program completers | Program Leader<br><br>Student Services | Program members | Feed back regarding program effectiveness |

| Assessment Tool | Time Frame | Assessment Population | Responsible Party | Individuals who Utilize Findings | Implications of Findings |
|---|---|---|---|---|---|
| Graduate survey | Annually | All graduating students | Student Services | Faculty<br>Student Services<br>Administration<br>Programs<br>Advisory Committees | Total college evaluation of pluses and minuses of the student experience.<br><br>Analysis of job placement and salaries. |
| Outside approval or accrediting agencies | Annually or as prescribed | The program | Program leader | Program | Ongoing approval or accreditation |

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## *ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT*
## *COURSE PLAN*

| Assessment Tool | Time Frame | Assessment Population | Responsible Party | Implications of Findings |
|---|---|---|---|---|
| Pre- and Post-Testing | Beginning and completion of course work | All enrolled and completing students | Faculty member responsible for the course | One indicator of student learning |
| Pre- and Post-Writing Assignment | Beginning and completion of course work | All enrolled and completing students | Faculty member responsible for the course | One indicator of an improvement in the students writing ability |
| Research paper | With in the course | All enrolled students | Faculty member responsible for the course | Indicative of students writing ability |
| First day assessment of the students expectations of the class and the work they plan to do | First day of class | All enrolled students | Faculty member responsible for the course | Obtain an overall picture of the students expectation of the class |
| Psychomotor skills | Throughout course as indicated in the syllabus | All enrolled students | Faculty member responsible for the course | Evaluate hands on performance<br><br>Track and document student performance |

| | | | | |
|---|---|---|---|---|
| Testing | Throughout the course as indicated in the syllabus | All enrolled students | Faculty member responsible for the course | Monitor student progress and achievement of course and student learner outcomes |
| Student Evaluations | Toward the completion of the course | All enrolled students | Student member of class | Evaluates instructors accomplishment of course (teacher) objectives |
| Class discussion | Throughout the course | All enrolled students | Students and faculty member responsible for the course | Feedback as to course progression and accomplishment of learner outcomes |
| | | | | |

## ASSESSMENT OF GRADUATE OUTCOMES
## EFFECTIVE COMMUNICATION
*In Writing*

| Defining Characteristic | Assessment Tools | When Assessed | Feedback | Use of Findings |
|---|---|---|---|---|
| Write Logically | Research Paper<br>Pre & post Writing Assignments<br>Nursing Process<br>Term Papers<br>Scientific Journal Writing | Throughout the Course | Course Instructor | Improve course effectiveness<br><br>Review logical presentation of material |
| Produce writing that is unified, coherent, complete and well-organized | Research Paper<br>Pre & post Writing Assignments<br>Nursing Process<br>Term Papers<br>Scientific Journal Writing | Throughout the Course | Course Instructor<br>Clinical Instructor | Improve course effectiveness<br><br>Review logical presentation of material |
| Proofread papers and make any necessary corrections in reference to grammar, punctuation, spelling and usage. | Research Paper<br>Pre & post Writing Assignments<br>Nursing Process<br>Term Papers<br>Scientific Journal Writing | Throughout the Course | Course Instructor | Improve course effectiveness<br><br>Review logical presentation of material |
| Use formats appropriate to the situation | Research Paper<br>Pre & post Writing Assignments<br>Nursing Process<br>Term Papers<br>Scientific Journal Writing | Throughout the Course | Course Instructor | Improve course effectiveness<br><br>Review logical presentation of material |

## ASSESSMENT OF GRADUATE OUTCOMES
## EFFECTIVE COMMUNICATION
### *In Speaking*

| Defining Characteristic | Assessment Tools | When Assessed | Feedback | Use of Findings |
|---|---|---|---|---|
| Speak clearly and effectively with appropriateness to the audience. | Speech evaluation for clarity<br>flow<br>substance<br>Process recordings of conversations with patients | Throughout the Course | Course Instructor | Improve course effectiveness |
| Enunciate words appropriately. | Speech evaluation for work pronunciation and usage<br>Process recordings for evaluation of use of therapeutic words and phrases | Throughout the Course | Course Instructor<br>Clinical Instructor | Improve course effectiveness |
| Use appropriate intonations. | Speech evaluation for work pronunciation and usage<br>Process recordings for evaluation of use of therapeutic words and phrases | Throughout the Course | Course Instructor | Improve course effectiveness |
| Make eye contact with the audience. | As above.<br>Observation of student-patient interaction | Throughout the Course | Course Instructor | Improve course effectiveness |

## ASSESSMENT OF GRADUATE OUTCOMES
## EFFECTIVE COMMUNICATION
### *In Listening*

| Defining Characteristic | Assessment Tools | When Assessed | Feedback | Use of Findings |
|---|---|---|---|---|
| Listen critically and with understanding | To what degree is student able to complete work as assigned<br>Student - patient interactions | Throughout the Course | Course Instructor | Improve course effectiveness<br><br>Review logical presentation of material |
| Understand what the speaker is attempting to communicate. | Student - patient interactions<br>Nursing Process<br>Process Recordings | Throughout the Course | Course Instructor<br>Clinical Instructor | Improve course effectiveness<br><br>Review logical presentation of material |
| Be sensitive to the non-verbal portion of behavior | Student - patient interactions<br>Nursing Process<br>Process Recordings | Throughout the Course | Course Instructor | Improve course effectiveness<br><br>Review logical presentation of material |
| Actively participate in the instruction process by observing and responding to the instructor. | Overall class responsiveness<br>Accomplishment of course outcomes<br>Nursing Process<br>Process Recordings | Throughout the Course | Course Instructor | Improve course effectiveness<br><br>Review logical presentation of material |

## ASSESSMENT OF GRADUATE OUTCOMES
## EFFECTIVE COMMUNICATION
### *In Reading*

| Defining Characteristic | Assessment Tools | When Assessed | Feedback | Use of Findings |
|---|---|---|---|---|
| Comprehend word meanings, e.g. defines root words, recognizes suffixes. | Asset placement test<br>Nelson Denny Reading test | Prior to enrollment | Advising faculty member<br>Student | Correct course placement |
| Organize information sequentially. | Asset placement test<br>Nelson Denny Reading test<br>Term papers | Prior to enrollment | | Correct course placement |
| Find the main idea. | Asset placement test<br>Nelson Denny Reading test<br>Term papers | Prior to enrollment | | |
| Summarize or paraphrase. | Asset placement test<br>Nelson Denny Reading test<br>Term papers | Prior to enrollment | | |
| Ascertain the author's intention. | Asset placement test<br>Nelson Denny Reading test<br>Term Papers | | | |
| Read with comprehension at the two-year college level. | Asset placement test<br>Nelson Denny Reading test | | | |

## ASSESSMENT OF GRADUATE OUTCOMES
## PROBLEM SOLVING

| Defining Characteristic | Assessment Tools | When Assessed | Feedback | Use of Findings |
|---|---|---|---|---|
| When given a situation can recognize, define and analyze a problem. | Science lab process sheets and experiments<br>Student - patient feedback<br>Nursing Process<br>Critical Thinking exercise for increase in depth and breath | Throughout the Course With specific lab experiments | Course Instructor | Improve course effectiveness<br><br>Review logical presentation of material |
| Develop various solutions and evaluate their appropriateness and effectiveness. | Student - patient feedback<br>Nursing Process<br>Process Recordings<br>Performance in lab experience | Throughout the Course | Course Instructor<br>Clinical Instructor | Improve course effectiveness<br><br>Review logical presentation of material |
| Formulate a plan | Performance in lab experience<br>Student - patient feedback<br>Nursing Process<br>Process Recordings<br>Charting | Throughout the Course | Course Instructor | Improve course effectiveness<br><br>Review logical presentation of material |

| | | | | |
|---|---|---|---|---|
| Properly apply concepts and formulas as related to a problem. | Performance in lab experience<br>Overall class performance<br>Test performance<br>Nursing Process<br>Process Recordings | Throughout the Course | Course Instructor | Improve course effectiveness<br><br>Review logical presentation of material |
| Evaluate the outcome. | Performance in lab experience<br>Overall class performance<br>Nursing Process<br>Process Recordings<br>Research Paper | Throughout the Course | Course Instructor | Improve course effectiveness<br><br>Review logical presentation of material |
| If appropriate, demonstrate theses problems solving abilities through the writing of a research paper or related idea. | Performance in lab experience<br>Overall class performance<br>Nursing Process<br>Process Recordings<br>Research Paper<br>Drug Prototype Paper | Throughout the Course | Course Instructor | Improve course effectiveness<br><br>Review logical presentation of material |

# ASSESSMENT OF GRADUATE OUTCOMES
# CRITICAL/CREATIVE THINKING SKILLS

| Defining Characteristic | Assessment Tools | When Assessed | Feedback | Use of Findings |
|---|---|---|---|---|
| Examine issues relative to material understudy, e.g. evaluate pros and cons of a given subject, draw inferences and make predictions. | Evaluation of newspaper and magazine articles prs and cons<br>Student - patient interactions<br>Nursing Process<br>Performance in lab experience<br>Critical Thinking Exercise, evaluate for increase in breadth and depth | Throughout the Course With specific lab experiments | Course Instructor | Improve course effectiveness<br><br>Review logical presentation of material |
| Analyze information provided by breaking it down into its smaller parts. | Student - patient interactions<br>Nursing Process<br>Process Recordings<br>Performance in lab experience | Throughout the Course | Course Instructor<br>Clinical Instructor | Improve course effectiveness<br><br>Review logical presentation of material |
| Demonstrate synthesis by grouping parts together. | Performance in lab experience<br>Student - patient interactions<br>Nursing Process<br>Process Recordings | Throughout the Course | Course Instructor | Improve course effectiveness<br><br>Review logical presentation of material |

| | | | | |
|---|---|---|---|---|
| Demonstrate application by taking information gained in one area and using it in another. | Performance in lab experience<br>Overall class performance<br>Nursing Process<br>Process Recordings | Throughout the Course | Course Instructor | Improve course effectiveness<br><br>Review logical presentation of material |
| Distinguish fact from opinion | Performance in lab experience<br>Overall class performance<br>Ability to address both sides in debate<br>Nursing Process<br>Process Recordings<br>Research Paper | Throughout the Course | Course Instructor | Improve course effectiveness<br><br>Review logical presentation of material |
| Identify patterns as well as cause and effect relationships. | Performance in lab experience<br>Overall class performance<br>Nursing Process<br>Process Recordings<br>Research Paper | Throughout the Course | Course Instructor | Improve course effectiveness<br><br>Review logical presentation of material |

## ASSESSMENT OF GRADUATE OUTCOMES
## AWARENESS OF DIVERSE CULTURES

| Defining Characteristic | Assessment Tools | When Assessed | Feedback | Use of Findings |
|---|---|---|---|---|
| Develop an awareness of the characteristics, origins and evolution of culture. | Personality profile<br>Response on test items<br>Group work achievement sheets<br>Student - patient interactions<br>Nursing Process | Throughout the Course | Course Instructor | Improve course effectiveness<br><br>Review logical presentation of material |
| Recognize the impact of culture on life-styles, value systems, creative thinking, appreciation, etc. | Personality profile responses<br>Response on test items<br>Group work<br>Student - patient interactions<br>Nursing Process<br>Process Recordings | Throughout the Course | Course Instructor<br>Clinical Instructor | Improve course effectiveness<br><br>Review logical presentation of material |
| Incorporate the knowledge of cultural diversity into problem solving techniques. | Personality profile<br>Response on test items<br>Group work<br>Student - patient interactions<br>Nursing Process<br>Process Recordings | Throughout the Course | Course Instructor | Improve course effectiveness<br><br>Review logical presentation of material |

| | | | | |
|---|---|---|---|---|
| Avoid misunderstanding based on differences | Personality profile<br>Response on test items<br>Group work<br>Nursing Process<br>Process Recordings | Throughout the Course | Course Instructor | Improve course effectiveness<br><br>Review logical presentation of material |
| Develop the ability to interact in a positive way with people who are different from themselves. | Personality profile<br>Response on test items<br>Group work<br>Nursing Process<br>Process Recordings<br>Research Paper | Throughout the Course | Course Instructor | Improve course effectiveness<br><br>Review logical presentation of material |



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## ASSESSMENT OF GRADUATE OUTCOMES
## AWARENESS OF THE SCIENCES

| Defining Characteristic | Assessment Tools | When Assessed | Feedback | Use of Findings |
|---|---|---|---|---|
| Understand the relationship between science and technology and its impact on society. | Research Paper<br>Laboratory Experiences<br>Nursing Process<br>Term Papers<br>Scientific Journals<br>Performance in the ability to relate concepts to one another | Throughout the Course | Course Instructor | Improve course effectiveness<br><br>Review logical presentation of material |
| Demonstrate the appropriate application and cautious use of equipment and apparatus. | Research Paper<br>Laboratory Experiences<br>Clinical Simulation<br>Clinical Evaluation<br>Nursing Process<br>Term Papers<br>Scientific Journals | Throughout the Course | Course Instructor<br>Clinical Instructor | Improve course effectiveness<br><br>Review logical presentation of material |
| Relate scientific principles to other areas under study | Research Paper<br>Laboratory Experiences<br>Clinical Simulation<br>Clinical Evaluation<br>Nursing Process<br>Term Papers<br>Scientific Journals | Throughout the Course | Course Instructor | Improve course effectiveness<br><br>Review logical presentation of material |

| | | | | |
|---|---|---|---|---|
| Demonstrate the ability to make accurate measurement to appropriate precision and judge the credibility of the results. | Research Paper<br>Laboratory Experiences<br>Clinical Simulation<br>Clinical Evaluation<br>Nursing Process<br>Term Papers<br>Scientific Journals | Throughout the Course | Course Instructor | Improve course effectiveness<br><br>Review logical presentation of material |

## ASSESSMENT OF GRADUATE OUTCOMES
## COLLABORATIVE WORKING SKILLS

| Defining Characteristic | Assessment Tools | When Assessed | Feedback | Use of Findings |
|---|---|---|---|---|
| Work in a collaborative manner to solve problems or achieve goals. | Ability to complete group assignments in a timely manner.<br>Group Work in Laboratory Experiences<br>Clinical Evaluation Tool<br>Weekly Evaluation Tool | Throughout the Course | Course Instructor | Improve course effectiveness |
| Engage in group decision making. | Group work<br>Clinical Evaluation Tool<br>Weekly Evaluation Tool | Throughout the Course | Course Instructor<br>Clinical Instructor | Improve course effectiveness |
| Recognize individual rights and responsibilities of group membership. | Group work<br>Clinical Evaluation Tool<br>Weekly Evaluation Tool | Throughout the Course | Course Instructor | Improve course effectiveness |
| Demonstrate conflict resolution skills and their relationship to group interaction. | Group work<br>Clinical Evaluation Tool<br>Weekly Evaluation Tool | Throughout the Course | Course Instructor | Improve course effectiveness |

## ASSESSMENT OF GRADUATE OUTCOMES
## COMPUTATIONAL SKILLS

| Defining Characteristic | Assessment Tools | When Assessed | Feedback | Use of Findings |
|---|---|---|---|---|
| Use basic mathematical tools as needed. | Assest placement tests<br>Weekly Examination<br>Final Examinations<br>Dosage calculation tests | Throughout the Course | Course Instructor | Improve course effectiveness |
| Set up and solve problems using addition, subtraction, multiplication and division of whole numbers fractions and decimals and algebraic expressions. | Assest placement tests<br>Weekly Examination<br>Final Examinations<br>Dosage calculation tests<br>Medication Skills Tests | Throughout the Course | Course Instructor<br>Clinical Instructor | Improve course effectiveness |
| Apply mathematical concepts to arrive at a solution. | Assest placement tests<br>Weekly Examination<br>Final Examinations<br>Scientific Experiments<br>Dosage calculation test<br>Medication Skills Test | Throughout the Course | Course Instructor | Improve course effectiveness |

## ASSESSMENT OF GRADUATE OUTCOMES
## EFFECTIVE AND RESPONSIBLE INTERACTION IN SOCIETY

| Defining Characteristic | Assessment Tools | When Assessed | Feedback | Use of Findings |
|---|---|---|---|---|
| Develop an awareness of the basic institutions of society and their relationship to individuals and groups. | Correct responses on certain test items.<br>Student - patient interactions<br>Nursing Process<br>Performance in lab experience | Throughout the Course With specific lab experiments | Course Instructor | Improve course effectiveness<br><br>Review logical presentation of material |
| Recognize the need to balance individual needs with societal needs | Student - patient interactions<br>Nursing Process<br>Process Recordings<br>Performance in lab experience<br>Specific responses on certain test items. | Throughout the Course | Course Instructor<br>Clinical Instructor | Improve course effectiveness<br><br>Review logical presentation of material |
| Describe generally accepted "ethical" standards for right conduct. | Performance in lab experience<br>Student - patient interactions<br>Nursing Process<br>Process Recordings | Throughout the Course | Course Instructor | Improve course effectiveness<br><br>Review logical presentation of material |

| | | | | |
|---|---|---|---|---|
| Develop positive relationships with others. | Performance in lab experience<br>Overall class performance<br>Accomplishment of course objectives with group work<br>Nursing Process<br>Process Recordings | Throughout the Course | Course Instructor | Improve course effectiveness<br><br>Review logical presentation of material |
| Recognize the need for lifelong learning. | Number of students who continue their education. | Throughout the Course | Course Instructor | Improve course effectiveness<br><br>Review logical presentation of material |
| Recognize the impact of change on society and the environment. | Questionnaire | Throughout the Course | Course Instructor | Improve course effectiveness<br><br>Review logical presentation of material |

# ASSESSMENT OF GRADUATE OUTCOMES
## BASIC COMPUTER SKILLS AND INFORMATION LITERACY

| Defining Characteristic | Assessment Tools | When Assessed | Feedback | Use of Findings |
|---|---|---|---|---|
| Use computers and computer applications as relevant in their work force. | Ability to utilize computer software to correct papers<br>Construct macros' macros'<br>Pre and post-test scores on CAI and interactive video | Throughout the Course | Course Instructor | Improve course effectiveness |
| Operate basic computer hardware components and their operations as relevant to the software applications being used.<br>For example use of printers, disks, scanners or other types of machinery. | As above with the added ability to print out work accomplished<br>Pre and post-test scores on CAI and interactive video | Throughout the Course | Course Instructor<br>Clinical Instructor | Improve course effectiveness |
| Demonstrate the use of computerized literature search or the card catalog | Evaluation of bibs for research papers<br>Actual hands on demonstration | | | |

| | | | | |
|---|---|---|---|---|
| Demonstrate flexibility in switching between one software application package to another, or in the switch between versions or makes of a software application package. | Instructor viewed ability of the student to move between Windows and other packages | Throughout the Course | Course Instructor | Improve course effectiveness |
| Identify appropriate sources of information related to the information need. | Ability to use various types of data searches<br>Ability to identify at least two sources available. | Within each course<br>As a portion of library orientation. | Course Instructor<br>Learning Resource Workers | Evaluate use of library services<br>Feed back for institution concerning library resources.<br>Effectiveness of library orientation |
| Conduct a successful search relevant to the information need. | Bibliographies reflect up-to-date sources.<br>Multiple sources are utilized. | Within each course<br>As a portion of library orientation. | Course Instructor<br>Learning Resource Workers | Evaluate use of library services<br>Feed back for institution concerning library resources.<br>Effectiveness of library orientation |

# *APPENDIX II*

Spring 1995

Welcome to NMSU-C. In an effort to find out more about our students, please take a moment to fill out this survey.

What influenced you to attend NMSU-C this semester: (please check the main reason that applies)

_____friend _____job requirement

_____family member _____low cost

_____convenience

_____NMSU-C reputation for quality education

advertisements, if so,
_____ tv _____newspaper _____radio

Other:_____

Did you notice our ads and the Spring semester schedule printed in the Carlsbad Current-Argus? Yes____ No____

Did you see our ads on local TV? Yes____ No____

If yes, on which station did you see it?

_____KOBR-TV (CH7) _____KBIM-TV (CH10)

Did you hear NMSU-C ads on the radio? Yes____ No____

If yes, on which station did you hear it:

_____KATK-AM (740) _____KATK-FM (92.1)

_____CD 104-FM _____W 105-FM

_____KSVP-AM (990) _____KZ93-FM

Thank you for your assistance.

Michael J Cleary

Mike Cleary
Assistant Provost
Student Services

survey

# DO NOT WRITE ON THE QUESTIONNAIRE

## SUPPLEMENTAL STUDENT INFORMATION FORM

**(To be completed upon requesting admission to NMSU-C)**

The following information is needed to satisfy federal, state, and institutional student reporting requirements. Therefore, we request that you complete this survey form to the best of your ability. We appreciate your cooperation.

**Please use the attached Scantron Form to record your responses!**

1. Please enter your student identification code (**your social security no.**)

2. Student Status:
   1. Freshman (1st year)
   2. Sophomore (2nd year)
   3. Other

3. Enrollment Status:
   1. Part-time: 1 class only
   2. Part-time: 2 classes only
   3. Part-time: 6-12 credits
   4. Full-time: 12 credits or more

4. Sex:
   1. Male
   2. Female

5. Ethnicity
   1. Anglo-American (Caucasian) 4. Hispanic 7. Pacific Islands
   2. Native American (Indian) 5. Oriental 8. Puerto Rican
   3. Afro-American (Black) 6. Asian 9. Eskimo
   10. Other

6. Identify your primary academic or vocational goal
   1. 2-yr Liberal Arts Degree-for later transfer to a 4-yr college
   2. 1 year Vocational Certificate
   3. 2-yr Vocational Degree
   4. Skills updating - no degree or certificate goal
   5. Accrue credit to transfer/apply toward a baccalaureate degree

7. Identify your primary reason for requesting admission to NMSU-C this time
   1. Tuition costs - or financial reasons
   2. Proximity to home, job, or family

3. Quality reputation - instruction and services
4. Transportation factors
5. Personal/Professional development - access and training
6. Smaller college atmosphere and "user friendly" environment
7. Other

8. Are you a single parent?

1. Yes
2. No

9. Are you receiving any form of social assistance at this time? (If yes) - Identify all that apply

| | | |
|---|---|---|
| 1. W.I.C.C. | 4. J.T.P.A. | 7. S.S.I. |
| 2. A.F.D.C. | 5. Project Forward | 8. Food Stamps |
| 3. Need-based work-study | 6. D.V.R. Assistance | |

10. Annual Income: Which range given below best indicates your earned (or household) income for last year?

| | | |
|---|---|---|
| 1. $0-7,500 | 3. $15,001-$20,000 | 5. $25,001-$30,000 |
| 2. $7,501-$15,000 | 4. $20,001-$25,000 | 6. Over $30,000 |

11. How many family or household members did (does) the income reported in item 10 (above) support?

| | | |
|---|---|---|
| 1. 1 person | 3. 3 people | 5. 5 people |
| 2. 2 people | 4. 4 people | 6. more than 5 people |

12. How many children are in the household?

| | | |
|---|---|---|
| 1. None | 3. Two | 5. Four |
| 2. One | 4. Three | 6. Five or more |

13. Did you earn a GED or a High School Diploma?

1. GED
2. Standard High School Diploma
3. Special Education Completion Certificate or Diploma

14. Are you the first or only member of your family to attend college?

1. Yes
2. No

15. Are you transferring in from another college?
    1. Yes
    2. No

16. How long has it been since you were last in a formal classroom training involvement?
    1. 1yr or less
    2. 2-3 yrs
    C. 3-5yrs
    D. 5-10yrs
    E. More than 10 yrs

17. Are you in any way handicapped or disabled?
    1. Yes
    2. No

18. If you answered "yes" to item 17 (above), please now indicate the type or nature of your disability from the list provided below. (Identify all that apply).
    1. Visually Impaired or Blind
    2. Orthopedically (bodily or movement) impaired
    3. Hearing Impaired
    4. Learning Disabled
    5. Limited English Speaking
    6. Emotionally-Mentally Impaired
    7. Other

19. Are currently under a doctor's care?
    1. Yes
    2. No

20. Check any or all that are applicable:
    1. No health insurance
    2. Private health insurance
    3. Medicaid
    4. Other
    5. None of the above

21. Is English your second language?
    1. Yes
    2. No

22. Will you be employed while you are enrolled for coursework here at N.M.S.U.-C.
    1. Yes
    2. No

23. What will be your employment status?

    1. Full-time employed
    2. Part-time employed
    3. Not employed

**On questions 24 & 25, select from <u>one or the other</u> marking only (1) choice.**
**Do not answer in both areas.**

24. Please identify your major field of interest, or your vocational goal using the list provided belc (select only one).

1. Argiculture
2. Allied Health
3. Astronomy
4. Archeology
5. Acting
6. Artist
7. Aviation
8. Auto Mechanics
9. Accounting
10. Bookkeeping
11. Biology
12. Botany
13. Business
14. Banking
15. Bakery
16. Chemisty
17. Chiropractor
18. Childcare
19. Cooking
20. Computer Prg.
21. Computer Mgt System
22. Criminal Justice
23. Counseling
24. Cosmetology
25. Contractor(Bldg)
26. Conservation
27. Carpentry
28. Drafting
29. Dietician
30. Doctor
31. Dentist
32. Electrician
33. Engineering
34. Electronics
35. Economics
36. Exterminator
37. Education Admin.
38. Firefighter
39. Funeral Director
40. Farming
41. Forestry
42. Forensics
43. Government Work
44. Geologist
45. Hotel Mgmt.
46. Health Mgmt.
47. Insurance
48. Jeweler
49. Lawyer
50. Lumbar Industry
51. Mason
52. Mining
53. Marketing
54. Ministry
55. Music
56. Military
57. Meteorology
58. Manufacturing
59. Medicine
60. Nursing

25. Please identify you major field of interest, or your vocational goal using the list provided below (select only one).

1. Optometry
2. Office Clerk
3. P.E. or Athletics
4. Park Ranger
5. Para-Legal
6. Pharmacist
7. Psychologist
8. Publising
9. Rad-Haz
10. Radiology
11. Restaurant Mgmt.
12. Railroad
13. Sanitation
14. Secretary
15. Stenographer
16. Teacher
17. Physical Therapist
18. Lab Technician
19. Veterinarian
20. Welder
21. Waitress
22. Waste Mgmt.
23. Wildlife Science
24. Other

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26. Will you need any of the following Assistive Services once you are enrolled or admitted at NMSU Carlsbad? (Identify any that apply)

1. Tutorial support
2. Study skills training/assistance
3. Career assistance
4. Basic skills training
5. Employment skills training
6. Financial aid assistance
7. Childcare assistance
8. Transportation assistance

27. What (if anything) would preclude or prohibit your continued enrollment here at NMSU-Carlsbad during future semesters?

1. Nothing - plan to complete a certificate or degree here.
2. My goal will not require me to take more than a few classes here at NMSU-Carlsbad.
3. My financial situation will determine how long I remain enrolled.
4. My job status will determine how long I remain here.
5. My ability to experience academic success will be the primary deciding factor.
6. I only take classes for my own enjoyment or personal development reasons - so can't predict my future enrollment status.
7. Other

**Thank you for your help. Once finished, return the question sheet and the Scantron response form to a student services representative.**

*APPENDIX III*

# STUDENT SURVEY FORM

(One entry only for each LAC entrant or user)

Please complete the following questions and (upon completion) place this survey in the box located at the front counter. Thank you for your assistance.

1. Please rate the overall effectiveness or value of the LAC (tutors, services, or programs) to you - or to students in general.

   1. High - (very valuable or helpful)

   2 Good - (better than other options or resources now available)

   3. Marginal - (functional and helpful, but weak in many areas)

   4. Poor - (not really helpful or valuable as a student resource)

2. Using the same scale for question 1 above, rate the following areas/services that you have experienced personally. Use "o" to indicate "No direct experience or knowledge." Use 1,2,3,4 to rate the following areas.

   tutor assistance -
   testing/assessment -
   equipment support -
   video/computer programs -
   user friendliness of staff -
   cassette based programs -
   pre-employment skills training -
   study skills seminars -
   math or English group tutorials -

3. Do you use the LAC - its tutors, services, or programs - on a regular basis? (Circle One) YES NO

4. How often do you enter the LAC to work, or for assistance? (Circle the right choice)

   A. Daily B. Weekly C. Monthly D. Irregular Entry

   E. Before a major test

5. What positive suggestions or ideas can you share to help us improve LAC programs or services in the future? (Circle A or B)

   A. No ideas at this time B. My suggestion are noted below:

   _____
   _____
   _____
   _____

* Note: If you are a Special-Needs or disabled student, continue to respond on the reverse side of this sheet. Otherwise, you should stop here.

SPECIAL-NEEDS STUDENT RESPONSE AREA

1. Are our Special-Needs student support services adequate to meet your needs at this time? Please circle one.

   A. More than adequate  B. Adequate  C. Not adequate

2. If our support services are not now either adequate or ideal relative to meeting your individual, unique learning support needs - give reasons why, and then suggest ways that might help us to improve our services for you - or others of like need.

| Reasons Not Adequate | Suggestions for Improvement |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

3. In general, has the LAC or the college itself improved in the area of Special-Needs accommodation, or accommodation effort, since the time (or date) of your initial entry. Please circle one.

   A. Yes  B. No  C. Can't Tell

4. Are there areas of Special-Needs accommodation or assistance that are markedly better than other areas that yet need improvement. If yes, complete the following.

| A. Areas that are adequate or superior | B. Areas needing improvement |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

5. What is your individual category of disability?

   _____ Vision Impaired
   _____ Orthopedically Impaired (body)
   _____ Deaf/hearing-impaired
   _____ Learning Disabled
   _____ Other:_____

   How severe is the disability relative to its affect on your learning or learning efforts? (Circle one)

   Severe  Disruptive  Mild  Not a factor

6. How do our lab facility, programs, or services compare to other college or Service Center areas you have experienced? (Circle One)

   A. Better than most  B. Average/equal to

   C. Not as good  D. Can't tell

Note: If you feel you need services or accomodations not now provided, or if you have not yet identified yourself or your needs to the Special-Needs Services Coordinator, contact one of the 2 individuals below to make an appointment.
Chuck Rideneur (LAC Services Coordinator) 885-8831,Ext.382 or Sue Ryan-Logan, LAC Special-Needs Facilitator (885-8831,Ext. 384)

## Program Completer Survey

### General Information:

1. What is your sex? _____

2. What is your age? _____

3. Are you currently married? _____ Yes _____ No

4. How long have you been a student at NMSU-C? _____ semesters

5. What has been your primary enrollment status while attending NMSU-C?

   _____ part-time (less than 12 cr. hrs.)
   _____ full-time (12 or more cr. hrs.)

6. What are you completing?

   _____ Certificate requirements
   _____ Associate degree requirements
   _____ Both certificate and degree requirements

7. Please specify your major/program of study at NMSU-C: _____

### Program Assessment:

Please rate the quality of your program of study in the following areas:

| | | | |
|---|---|---|---|
| 1. Effectiveness of Instruction | _____ Good | _____ Adequate | _____ Poor |
| 2. Quality of Course Offerings | _____ Good | _____ Adequate | _____ Poor |
| 3. Diversity of Course Offerings | _____ Good | _____ Adequate | _____ Poor |
| 4. Quality of Instructional Materials | _____ Good | _____ Adequate | _____ Poor |
| 5. Appropriateness of Course Scheduling | _____ Good | _____ Adequate | _____ Poor |
| 6. Quality of Facilities and Equipment | _____ Good | _____ Adequate | _____ Poor |
| 7. Anticipated Employment/Continuing Educ. Opportunities | _____ Good | _____ Adequate | _____ Poor |

### Evaluation:

How would you rate the following areas/services at NMSU-C? (Rate only those you have used)

| | | | |
|---|---|---|---|
| 1. Admission | _____ Good | _____ Adequate | _____ Poor |
| 2. Advising | _____ Good | _____ Adequate | _____ Poor |
| 3. Registration | _____ Good | _____ Adequate | _____ Poor |
| 4. Student Services | _____ Good | _____ Adequate | _____ Poor |
| 5. Transfer Assistance | _____ Good | _____ Adequate | _____ Poor |
| 6. Job Placement Assistance | _____ Good | _____ Adequate | _____ Poor |
| 7. Learning Assistance Center | _____ Good | _____ Adequate | _____ Poor |
| 8. Library | _____ Good | _____ Adequate | _____ Poor |
| 9. Financial Aid | _____ Good | _____ Adequate | _____ Poor |
| 10. Student Activities | _____ Good | _____ Adequate | _____ Poor |
| 11. Business Office | _____ Good | _____ Adequate | _____ Poor |

12. If you could start college over, would you choose to attend NMSU-C?

   ____Yes
   ____No
   ____Uncertain

(continued on back)



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Employment Information:

1. What are your current employment plans?

___ I plan to continue in my present job
___ I plan to work in a job I recently obtained
___ I am currently looking for a job
___ I do not plan to work outside the home
___ Other_____

2. How closely related is your new or present job to your major program of study at NMSU-C?

___ Directly related
___ Somewhat related
___ Not related

Continuing Education:

1. Do you currently have plans for continuing education?

___ No, not at this time
___ Yes, I plan to re-enroll at NMSU-C
___ Yes, I plan to enroll at another college
___ Other_____

2. If you plan to enroll at another college, please provide the name and location:
_____

3. What is the highest degree you ultimately plan to earn?

___ Associate degree
___ Bachelor's degree
___ Master's degree
___ Doctor's degree
___ Professional degree
___ No plans to pursue a degree

Comments: Please make comments or suggestions regarding any aspect of NMSU-C.

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NMSU at Carlsbad
Continuing Student Survey

Name:_____

Major:_____

Please mark your responses to the following questions on the answer sheet provided. All information is confidential and will assist in our efforts to meet student needs. Thank you.

1. What is Your Sex?

   A. Female B. Male

2. What is Your Ethnicity?

   A. American Indian or Alaska Native
   B. Asian or Pacific Islander
   C. Black or Afro-American
   D. Hispanic, Chicano, or Spanish-speaking American
   E. White or Caucasian

3. What is Your Age?

   A. 18 to 24 yrs.
   B. 25 to 34 yrs.
   C. 35 to 44 yrs.
   D. 45 to 54 yrs.
   E. 55 yrs. or older

4. What is Your Marital Status?

   A. Married
   B. Single (Never Married)
   C. Divorced
   D. Separated
   E. Widowed

5. Are You Considered Permanently Disabled?

   A. No B. Yes

6. Do You Have Dependent Children Living with You?

   A. No B. Yes

7. How Long Have You Attended NMSU-C?

   A. One Semester
   B. One Year
   C. Two Years
   D. Three Years
   E. More than three years

8. What is Your Enrollment Status?

   A. Full-time (12 hrs. or more) for credit
   B. Part-time (less than 12 hrs.) for credit
   C. Primarily not for credit

9. What is Your Present Employment Status?

   A. Employed Full-time
   B. Employed Part-time
   C. Not employed but looking for work
   D. Not employed and not looking for work
   E. Homemaker, not employed outside the home

10. What Are You Pursuing at NMSU-C?

    A. Vocational Certificate
    B. Associate Degree
    C. Transferable Credit Hours
    D. Increased Job Skills
    E. No specific academic plan

11. What is Your Ultimate Educational Goal?

    A. Vocational Certificate
    B. Associate Degree
    C. Bachelor's Degree
    D. Graduate or Professional Degree
    E. No plans for additional education

12. Do You Plan to Return to NMSU-C Next Fall?

    A. Yes
    B. No, But I plan to return at some future date
    C. No, I plan to transfer to another college
    D. No, I have no plans for additional education
    E. I do not yet know my plans for next year

13. Concerning Need-Based Financial Aid, Which Is Correct For You?

    A. I have received financial aid
    B. I have applied for aid but was denied
    C. I have not applied but plan to apply in the future
    D. I do not plan to apply for financial aid

(continued on back)

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Using the scale below, please give us a grade for the following areas/services at NMSU-C (Rate only those you have used).

| Very Good | Good | Adequate | Inadequate | Poor |
|---|---|---|---|---|
| A | B | C | D | E |

14. Admissions
15. Registration
16. Academic Advising
17. Student Services
18. Reading, writing, math & study skills improvement
19. Tutoring Assistance
20. Financial Aid
21. Career Development Center
22. Job placement assistance
23. Business Office
24. Library
25. Bookstore
26. College Cultural Programs
27. Recreational & Athletic Programs
28. Parking
29. Overall Campus Environment
30. Other_____

Using the same scale, please grade the quality of your program of study in the following areas:

31. Effectiveness of Instruction
32. Quality of Course Offerings
33. Diversity of Course Offerings
34. Quality of Instructional Materials
35. Appropriateness of Course Scheduling
36. Quality of Facilities and Equipment
37. Anticipated Employment/Continuing Educ. Opportunities

Please use remainder of this page or attach additional pages for your comments. Thank you for your time.

NEW MEXICO STATE UNIVERSITY AT CARLSBAD
FOLLOW-UP SURVEY

INSTRUCTIONS:

Your responses to this survey will assist NMSU-C in our continuing efforts to provide quality programs and services to our community. Please take a moment to provide the information requested in ALL sections which apply to you.

OPTIONAL INFORMATION

Name: _____

Mailing Address: _____

_____

_____

SECTION I - GENERAL INFORMATION

A. Last date of attendance at NMSU-C: _____/_____
Sem. Yr.

B. Program/Major: _____

C. I attended as: ☐ a full-time student ☐ a part-time student

D. I completed: (CHECK ONE) ☐ an Associate Degree ☐ a Certificate ☐ credit hours_____(how many)

E. At the present time I am: (CHECK ONE) ☐ Employed ☐ Serving in the military
☐ Continuing my education ☐ Employed and Continuing my education
☐ Unemployed but seeking employment ☐ Other_____
☐ Unemployed and not seeking employment due to the following condition(s):_____
_____
_____

SECTION II - EVALUATION

A. What was your PRIMARY reason for attending NMSU-C? (CHECK ONE)
☐ to complete some required courses before transferring ☐ to complete an Associate Degree
☐ to complete a Certificate Program ☐ to complete vocational training
☐ personal interest and development ☐ to upgrade job skills (employer encouraged attendance)
☐ other (please specify)_____

B. Did you complete your educational goal at NMSU-C? ☐ Yes ☐ No (please provide reason(s))_____
_____
_____

C. How would you rate the following areas/services at NMSU-C? (Rate only those you have used.)

| | | | |
|---|---|---|---|
| 1. Admission | ☐ Good | ☐ Adequate | ☐ Poor |
| 2. Advising | ☐ Good | ☐ Adequate | ☐ Poor |
| 3. Registration | ☐ Good | ☐ Adequate | ☐ Poor |
| 4. Student Services | ☐ Good | ☐ Adequate | ☐ Poor |
| 5. Quality of Instruction | ☐ Good | ☐ Adequate | ☐ Poor |
| 6. Course Offerings | ☐ Good | ☐ Adequate | ☐ Poor |
| 7. Job Placement | ☐ Good | ☐ Adequate | ☐ Poor |
| 8. Learning Assistance Center | ☐ Good | ☐ Adequate | ☐ Poor |
| 9. Library | ☐ Good | ☐ Adequate | ☐ Poor |
| 10. Financial Aid | ☐ Good | ☐ Adequate | ☐ Poor |
| 11. Facilities | ☐ Good | ☐ Adequate | ☐ Poor |
| 12. Student Activities | ☐ Good | ☐ Adequate | ☐ Poor |

D. If you could start college over, would you choose to attend NMSU-C? ☐ Yes ☐ No ☐ Uncertain

SECTION III - EMPLOYMENT INFORMATION (Complete this section only if you are currently employed)

A. What is your current annual salary/income? ☐ less than $6,000 ☐ $6,000 to $9,999 ☐ $10,000 to $14,999
☐ $15,000 to $19,999 ☐ $20,000 to $24,999 ☐ $25,000 to $29,000
☐ $30,000 to $40,000 ☐ over $40,000

B. This salary is based on _____ hours per week (Do not include overtime)

C. Do you feel you are currently underemployed? ☐ Yes ☐ No

D. How well did NMSU-C prepare you for your present job? ☐ Very well ☐ Adequately ☐ Poorly ☐ Not at all

E. How closely related is your current occupation to your major at NMSU-C? ☐ Directly Related ☐ Closely Related
☐ Remotely Related ☐ Not at all Related


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SECTION IV - CONTINUING EDUCATION (Complete this section only if you are currently enrolled in school)

A. Name and location of the educational institution you are currently attending:_____

B. What is your enrollment status? ☐ full-time student ☐ part-time student

C. What is your major area of study?_____

D. How well did NMSU-C prepare you for continuing education?
☐ Exceptionally well ☐ More than adequately ☐ Adequately ☐ Less than adequately ☐ Very poorly

E. What is the highest degree you plan to obtain? ☐ Associate Degree ☐ Bachelor's Degree
☐ Master's Degree ☐ Doctor's Degree ☐ Professional Degree ☐ Other ☐ No plans to obtain a degree

F. How many credits earned at NMSU-C transferred to your current educational institution?_____

G. How many credits did not transfer?_____

H. What problems, if any, did you encounter when transferring from NMSU-C?_____

SECTION V - If you are currently employed, please provide the following information about your job:

_____
Name of Company or Firm (If self-employed, write self.)

_____
Your Immediate Supervisor: (Last Name) (First Name)

_____
Company or Firm Mailing Address

_____
Your Job Title Date Started

_____
City State Zip Your Job Duties

SECTION VI - Please provide us with your comments or suggestions regarding any aspect of NMSU-C, in the space provided below.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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New Mexico State University-Carlsbad
1500 University Drive
Carlsbad, New Mexico 88220

*APPENDIX IV*

## COMPLETE LISTING OF ALL COURSE RECOMMENDATION TABLES

### ENGLISH PART 1

| | |
|---|---|
| 1 - 21 | Enroll in CCDE 105N |
| 22 - 30 | Take English Part II Test |

### ENGLISH PART 2

| | |
|---|---|
| 1 - 21 | *Enroll in CCDE 110N |
| 22 - 30 | Enroll in ENGL 111G |

*If Nelson Denny Score is above 12.9 Student can enroll in English 111

### Reading Test

| | |
|---|---|
| 23 - 33 | Take Nelson Denny Test if score is under 8.0 arrange to see Ruth Schnoor. If Score is 8.0 to 10.0 take CCDS 104N. |
| 34 - 42 | Take Nelson Denny Test if score is 10.1 to 12.9 take CCDS 108. If score is over 12.9, your requirement is met. |
| 43 - 53 | No reading course is required. However, if you wish to develop study skills and improve reading, take RDG 113. |

### NUMERICAL SKILLS

| | |
|---|---|
| 23 - 43 | Enroll in CCDM 103N then take CCDM 112N then take CCDM 113N and finally Math 115 for your degree requirement. |
| 44 - 55 | If no algebra experience take CCDM 112N then CCDM 113N or if you had algebra in high school take CCDM 114N. Then Math 115. |

### ELEMENTARY ALGEBRA

| | |
|---|---|
| 23 - 38 | Take Numerical Skills test for proper placement. |
| 39 - 46 | If no algebra experience take CCDM 112N then CCDM 113N or if you had algebra in high school take CCDM 114N. Then Math 115. |
| 47 - 55 | Take intermediate algebra test for proper placement. |

INTERMEDIATE ALGEBRA

| | |
|---|---|
| 23 - 35 | Take elementary algebra test for proper placement. |
| 36 - 45 | Take Math 115 if needed for your major or degree |
| 46 - 55 | Take college algebra test to see about enrolling in higher level of math |

COLLEGE ALGEBRA

| | |
|---|---|
| 23 - 35 | Take intermediate algebra test for proper placement. |
| 36 - 45 | Take Math 185 an or Math 180 if needed for your major. |
| 46 - 55 | You may be eligible to enroll in a calculus class. Please see a math faculty member for a recommendation. |

*APPENDIX V*

**Basic Skill Checklist**
Effective FA 92

Name:_____
SS#:_____

## Basic Skill Requirements

| | Course No. | Title | Cr | Comp | Curr | Need | Substitute |
|---|---|---|---|---|---|---|---|
| **MATH SKILLS** | | | | | | | |
| ____ | CCDM 103n | Arithmetic Skills | 4 | ____ | ____ | ____ | _____ |
| ____ | CCDM 112n | Developmental Algebra | 4 | ____ | ____ | ____ | _____ |
| ____ | CCDM 113n | Developmental Algebra | 4 | ____ | ____ | ____ | _____ |
| ____ | CCDM 114n | Algebra Review | 4 | ____ | ____ | ____ | _____ |
| **ENGLISH SKILLS** | | | | | | | |
| ____ | CCDE 105n | Effect Commun Skills | 4 | ____ | ____ | ____ | _____ |
| ____ | CCDE 110n | General Composition | 4 | ____ | ____ | ____ | _____ |
| **READING SKILLS** | | | | | | | |
| ____ | CCDS 104n | Comp Reading Develop | 4 | ____ | ____ | ____ | _____ |
| ____ | CCDS 108 | Rdg and Study Skills | 4 | ____ | ____ | ____ | _____ |
| **ORIENTATION** | | | | | | | |
| ____ | UNIV 150 | Freshman Yr Experience | 3 | ____ | ____ | ____ | _____ |

**Total Credits Required** ____
**Total Credits Completed** ____
**Total Credits in Progress** ____
**Total Credits Needed** ____

As an NMSU-Carlsbad student, I understand the coursework indicated above has been advised as a result of my Placement Tests scores. I understand the recommended review coursework is designed for my benefit. I realize failure to take such courses, when Placement Test scores have indicated review coursework is needed, could result in lack of satisfactory progress when college-level coursework is attempted or in failure to graduate. I take full responsibility for my present choices regarding courses to be taken.

COMMENTS_____
_____
_____
_____

Student Signature_____Date_____

Advisor Signature_____Date_____

*APPENDIX VI*

## Developmental versus Non-Developmental Students

This study compares the relative success rates of developmental studies students versus students who have not had developmental studies for a particular area. For example if a student taking MATH 115 had developmental studies, then the program would search for developmental Math courses (such as CCDM 103N, CCDM 112N, CCDM 113N, or CCDM 114N). If the student had taken one of those courses, then the student is considered to be one who used the developmental studies route. On the other hand if the student never had one of those courses, then the student is considered to be in the non-developmental studies track for that area.

The report lists the Semester and year being considered for the course. For instance the study for Spring, 1991 examines students who took MATH 115 during the Spring, 1991 semester. This report considered only those students who took MATH 115 for the first time. Any student who had enrolled in MATH 115 prior to the semester of interest were not considered.

**Explanation of Terms:**

DS The column for students who had taken a developmental studies course

NDS The column for students who never had a developmental studies course.

Withdraws and Audits
: A student who withdrew from the course, or audited the course, during the semester would be counted.

Success (S)
: Any passing grade, including A, B, C, or S. Any student who received one of these grades would be counted as a success.

Non Success (N)
: Any non-passing grade, including D, F, or U. Any student who received one of these grades would be counted as non-successes.

Totals (T)
: Sum of Successes, and Non-Successes.

Success Rate (R)
: Successes divided by Total

Chi Squared Value

This is a calculation defined by the state of New Mexico to determine when success had occurs for developmental studies. If the number is less than 3.82 or the success rate favors developmental studies, this indicates that the developmental studies courses are successful. The formula used by the state of New Mexico is:

$$\frac{(DS\ S + NDS\ S + DS\ N + NDS\ N) * (DS\ S * NDS\ N - NDS\ S * DS\ N)^2}{(DS\ S + NDS\ S)(DS\ N + NDS\ N)\ (NDS\ S + NDS\ N)(DS\ N + DS\ N)}$$

DS S = DS Successful
NDS S = NDS Successful

DS N = DS Non Successful
NDS N = NDS Non Successful

Study for MATH 115
NMSU-Carlsbad

Spring, 1991

| | DS | NDS |
|---|---|---|
| 1. Withdraws and Audits | 5 | 6 |
| 2. Success | 22 | 18 |
| 3. Non Success | 10 | 5 |
| 4. Totals | 32 | 23 |
| 5. Success Rate | 0.69 | 0.78 |
| 6. Chi Squared | 0.61 | |

Fall, 1991

| | DS | NDS |
|---|---|---|
| 1. Withdraws and Audits | 9 | 7 |
| 2. Success | 7 | 47 |
| 3. Non Success | 10 | 15 |
| 4. Totals | 17 | 62 |
| 5. Success Rate | 0.41 | 0..76 |
| 6. Chi Squared | 7.40 | |

Spring, 1992

| | DS | NDS |
|---|---|---|
| 1. Withdraws and Audits | 2 | 11 |
| 2. Success | 22 | 26 |
| 3. Non Success | 12 | 5 |
| 4. Totals | 48 | 31 |
| 5. Success Rate | 0.46 | 0.84 |
| 6. Chi Squared | 3.08 | |

Fall, 1992

| | DS | NDS |
|---|---|---|
| 1. Withdraws and Audits | 6 | 6 |
| 2. Success | 15 | 23 |
| 3. Non Success | 12 | 8 |
| 4. Totals | 27 | 31 |
| 5. Success Rate | 0.56 | 0.74 |
| 6. Chi Squared | 2.22 | |

Spring, 1993

| | DS | NDS |
|---|---|---|
| 1. Withdraws and Audits | 5 | 4 |
| 2. Success | 23 | 12 |
| 3. Non Success | 10 | 9 |
| 4. Totals | 33 | 21 |
| 5. Success Rate | 0.70 | 0.57 |
| 6. Chi Squared | 0.89 | |

Study for ENGL 111
NMSU-Carlsbad

Spring, 1991

| | DS | NDS |
|---|---|---|
| 1. Withdraws and Audits | 5 | 2 |
| 2. Success | 65 | 27 |
| 3. Non Success | 6 | 4 |
| 4. Totals | 71 | 31 |
| 5. Success Rate | 0.92 | 0.87 |
| 6. Chi Squared | 0.48 | |

Fall, 1991

| | DS | NDS |
|---|---|---|
| 1. Withdraws and Audits | 3 | 4 |
| 2. Success | 34 | 82 |
| 3. Non Success | 3 | 7 |
| 4. Totals | 37 | 89 |
| 5. Success Rate | 0.92 | 0.94 |
| 6. Chi Squared | 0.00 | |

Spring, 1992

| | DS | NDS |
|---|---|---|
| 1. Withdraws and Audits | 4 | 2 |
| 2. Success | 47 | 52 |
| 3. Non Success | 11 | 6 |
| 4. Totals | 58 | 58 |
| 5. Success Rate | 0.81 | 0.90 |
| 6. Chi Squared | 1.72 | |

Fall, 1992

| | DS | NDS |
|---|---|---|
| 1. Withdraws and Audits | 3 | 8 |
| 2. Success | 32 | 49 |
| 3. Non Success | 7 | 8 |
| 4. Totals | 39 | 57 |
| 5. Success Rate | 0.82 | 0.86 |
| 6. Chi Squared | 0.27 | |

Spring, 1993

| | DS | NDS |
|---|---|---|
| 1. Withdraws and Audits | 5 | 4 |
| 2. Success | 40 | 29 |
| 3. Non Success | 8 | 2 |
| 4. Totals | 48 | 31 |
| 5. Success Rate | 0.83 | 0.94 |
| 6. Chi Squared | 1.78 | |

## *ENTRY TEST RESULTS PROFILE: DEVELOPMENTAL STUDIES RECOMMENDATION AND PLACEMENT*

| | 88-89 | 89-90 | 90-91 | 91-92 | 92-93 | 93-94 |
|---|---|---|---|---|---|---|
| **NELSON-DENNY** | 52% | 56% | 57% | 62% | 67% | 63% |
| **ENGLISH** | 82% | 80% | 75% | 83% | 91% | 78% |
| **MATH** | 86% | 72% | 81% | 90% | 98% | 93% |

## New Student Orientation Profile 93-94

**Based on intake information taken of 500 new students before placement testing.**

- Average student age 28 (per college data)
- English as primary language 477
- Males: 207 Females: 293
- Veteran Status: 30 (Veterans) 437 (No Service)
- Ethnicity: White (320) Mexican (139) Black (12)
  Indian (3) Asian (2) Hispanic (22)
  Other (2) No Response (10)
- High School Completion: (397)
- GED Completion: (101)
- Proficiency test or other completion certificate: (2)
- College Experience:

  No College (375) Some College (90) Certificate Coursework (15)

  A.A. Degree (4)
- High School Grade Average: A to B (79); B to C (290); C to D (99); D to D- (2)
- Best time to attend classes: Day only (191); Evening only (136)
- Enrollment Plan: Full-time (286) - Day or Evening (166)

  Less than 6 credits (526) - Part-time (0)
- Employment plans: No employment (160); 1-10 hrs. wk. (27); 11-15 hrs. wk. (33); 16-20 hrs. wk. (101); 21-30 hrs. wk. (61); 31-40 hrs. wk. (126)
- Transfer plans: 2-yr. col. (24); 4-yr. col. (185); other type of col. (5); no plan to transfer (154); undecided (117)
- Expected grades in college: A to A- (101); B to A- (177); B to B- (132); C to B- (71); C- to C (11); D to C- (2)
- In need of Financial Assistance to attend college: (187)
- Require Special-Needs Assistance: (17)
- In need of Basic Skills Review: (290)

DEVELOPMENT SKILLS COURSE ENROLLMENT SURVEY
NEW MEXICO STATE UNIVERSITY - CARLSBAD
1990 - 1994

| | ACADEMIC YEARS | | | | |
|---|---|---|---|---|---|
| SUBJECT | 90-91 | 91-92 | 92-93 | 93-94 | *FA94 |
| ENGLISH | 274/ /2507 | 295/ /2733 | 287/ /2777 | 291/ /2979 | 123/ /1240 |
| ** | 11% | 11% | 10% | 10% | 10% |
| MATH | 357/ /2507 | 379/ /2733 | 415/ /2777 | 435/ /2979 | 252/ /1240 |
| ** | 14% | 14% | 15% | 15% | 20% |
| READING | 87/ /2507 | 141/ /2733 | 134/ /2777 | 135/ /2979 | 43/ /1240 |
| ** | 3% | 5% | 5% | 5% | 3.4% |
| TOTALS | 718/ /2507 | 815/ /2733 | 836/ /2777 | 861/ /2979 | 418/ /1240 |
| ** | 29% | 30% | 30% | 29% | 34% |

*Numbers for FA94 are an estimate as of 10/14/94.
**Percents Represent how many students enrolled into Development Courses compared with total number of students enrolled in college.

## FINANCIAL AID GRANT AWARDS
### FY 93-94

| GRANT | $/ PEOPLE | FA93 | SP94 | SU94 | TOTAL FOR THE YEAR |
|---|---|---|---|---|---|
| PELL | $ | $273,370.25 | $284,189.95 | $0.00 | $557,560.20 |
| | PEOPLE | 318 | 333 | 0 | 651 |
| SEOG | $ | $900.00 | $600.00 | $0.00 | $1,500.00 |
| | PEOPLE | 3 | 2 | 0 | 5 |
| SSIG | $ | $31,666.00 | $30,298.00 | $230.00 | $62,194.00 |
| | PEOPLE | 134 | 134 | 1 | 269 |
| NMWS-NO | $ | $0.00 | $1,400.00 | $500.00 | $1,900.00 |
| | PEOPLE | 0 | 1 | 1 | 2 |
| NMWS-NEED | $ | $34,462.85 | $26,939.55 | $3,665.00 | $65,067.40 |
| | PEOPLE | 26 | 26 | 8 | 60 |
| FEDWS | $ | $4,526.38 | $3,097.50 | $500.00 | $8,123.88 |
| | PEOPLE | 4 | 3 | 1 | 8 |
| JTPA | $ | $61,091.57 | $52,056.45 | $3,197.80 | $116,345.82 |
| | PEOPLE | 96 | 87 | 14 | 197 |
| DVR | $ | $2,103.70 | $3,890.25 | $2,756.00 | $8,749.95 |
| | PEOPLE | 6 | 8 | 10 | 24 |

*APPENDIX VII*

"Program Outcomes"
Data Findings Summary

| *Outcome* | *Assessment Time Frame* | *Results* |
|---|---|---|
| **Demographics** | Annually | 1. Average age is 34<br>2. 15% of the classes are male<br>3. 15% of the classes are non-Anglo<br>4. Retention is approximately 80% |
| **NCLEX-RN and PN results**<br><br>Graduates will demonstrate at least a 90% pass rate for first time writers. | Annually | For the years 1990-1994 the NCLEX-RN pass rate has been over 90% for each year with the excep-tion of 1993 when the rate was 84%.<br>For the years 1992-1994 the NCLEX-PN pass rate has been over 95%. |
| **Performance on various exams.**<br><br>Overall student performance on various NLN Achievement tests e.g. 'Basic Nursing Care of Adults, Parts I, II and II; Maternal Child Nursing; Psychiatric Nursing; and Nursing Care of Adults I and II will show the average percentile for the top 75% of the class to be 40 or better. | Annually | During the years 1990-1994 the NLN achievement test for Psychiatric Nursing was not administered on a continuous basis. For each of the other tests this outcome was achieved. |

| | | |
|---|---|---|
| **Graduate satisfaction with the program**<br><br>95% of the graduates will reflect a feeling of overall satisfaction with the program. | 1. Annually after graduation<br>2. One year after graduation<br>3. (proposed) Five years after graduation | Of the graduates responding, over 95% reported a feeling of satisfaction with their nursing education. Many positive comments were made referencing the nursing instructors, theoretical and clinical learning experiences, clinical facilities and curriculum flow. As is true with many nursing programs, the students requested "more clinical time". Similar results were obtained in the one-year follow-up questionnaires.<br>Five-year questionnaires are in the planning stage. |
| **Employer evaluation**<br><br>95% of the employers will reflect a feeling of overall satisfaction with the graduates of the program. | 1. Six months after graduation<br>2. One year after graduation<br>3. (proposed) Five years after graduation | On a Likert scale of 1 - 5 with 1 referencing "of concern" and 5 referencing "outstanding", the average was 3.90. The majority of facilities were quite prompt in responding to the 'entry" (six-month) evaluation of students. The program has not been as successful in the return of subsequent evaluations. |
| **Patterns of employment**<br><br>100% of the graduates who seek employment will find and secure a job. | Annually | For the years 1990-1994, 100% of the graduates who have sought a job have secured one. |

| | | |
|---|---|---|
| **Performance on critical thinking exercises**<br><br>Given a patient care scenario, 90% of the sophomore students will demonstrate an increase in depth and breadth of analysis when compared to the same scenarios analysis written as a freshman. | Annually | The program has been utilizing this critical thinking exercise for only two years. although the majority of students do demonstrate a great deal of growth in their analysis ability, some concern has been expressed on the part of nursing faculty teaching in the second year. It is the faculty's summation that perhaps students in their last semester are not demonstrating their best effort in this exercise due to the various priorities they are encountering. Suggestion have been made relative to incorporating this into a course grade, mandatory completion at a minimal level or changing it to one from of exit exam. This is presently under deliberation. |
| **Performance on the writing of nursing process**<br><br>When evaluated, 100% of the students were able to write the nursing process at a level of 75% or better. | Each semester | All students must demonstrate successful writing of the nursing process in order to complete course requirements. Students must demonstrate increase in depth and specificity as they move through the program. |

| | | |
|---|---|---|
| **Participation in continuing education**<br><br>85% of those responding will indicate participation in some type of continuing education. | Annually | Both New Mexico and Texas, the major employers of program graduates, require continuing education units for relicensure. This enables the program to achieve this relatively high percentage of participation in continuing education. |
| **Degree seeking (job related)**<br><br>25% of those responding will indicate participation in some type of further education beyond the Ad level. | 1. Annually after graduation<br>2. One year after graduation<br>3. (proposed) Five years after graduation | With response to the graduate questionnaire at approximately 50%, total reliability of this outcome cannot be assured. For those graduates we are able to track, 20% (overall) are continuing their education. |
| **Certification**<br><br>20% of those responding will indicate receiving some form of certification within a nursing specialty. | 1. Annually after graduation<br>2. One year after graduation<br>3. (proposed) Five years after graduation | Again, with response to the graduate questionnaire at approximately 50%, total reliability of this outcome cannot be assured. Approximately 3 graduates each year have gone on to achieve some type of certification, several have achieved more than one. |

| Caring Behaviors | | |
|---|---|---|
| Students who successfully complete (success defined as a grade of 'C' or better) the clinical course will have demonstrated each of the defined behaviors for that course. | 1. Daily/weekly<br>2. Each semester<br>3. Annually after graduation | Faculty are in the beginning stages of evaluation of the caring behaviors. They have initiated the process by visiting with patients who have received care from students, with staff and with students themselves. Thus far the data received has been quite positive. |

progoutc

*APPENDIX VIII*

## CLUSTERS

*Cluster One - Science, Mathematics, and Engineering, Environmental, and Manufacturing Technologies:*

Animal Sciences
Biology/physics
Geology
Chemistry
Mathematics
CCDM
Engineering
OEWT/Welding
Rad/haz
Wildlife Management
OEET

*Cluster Two - Communication Arts, Business Studies, and Teaching (and developmental studies):*

Art
Accounting
Music
Drama/Theatre arts
Reading
Languages
Business Administration
CCED
CCDS
CEP
ECED
EDUC
EMD
English
Journalism
Management
OELA/Paralegal
OEBU/Banking
Medical Transcription
Secretarial Administration
SPED

*Cluster Three - Social sciences, international relations, and special studies:*

Anthropology
Geography
Criminal Justice
(Gerontology)
Government
History

Psychology
Social Work
Economics

*Cluster Four - Nursing, Allied Health, and Wellness*

(Gerontology)
(Physical Education/Health Sciences/Recreation)

*APPENDIX IX*

## Assessment of Graduate Outcomes
## Time Line

| FALL, 1994 | SPRING, 1995 | FALL, 1995 | SPRING, 1996 | SPRING, 1996 |
|---|---|---|---|---|
| A. One program in each cluster will begin the development of an assessment plan which will demonstrate students have met the graduate outcomes.<br><br>B. At least one program will begin data collection. | A. Data collection will begin on an experimental basis in all initial pilot programs.<br><br>B. Additional questions will begin to emerge as data collection becomes a reality. | A. Data collection will begin in all pilot programs.<br><br>B. One new program in each cluster will begin development of an assessment plan. | Other non-academic programs will begin to provide input and additional data relative to student academic success, e.g. student satisfaction with services, class time offerings, availability of extra-curricular activities. | Data collection will be completed in the initial program. Students will demonstrate achievement of graduate outcomes. |
| **FALL, 1996** | **SPRING, 1997** | **SPRING, 1998** | **CONTINUOUS** | |
| All programs will have begun development of an assessment plan and data collection will begin. | Data collection will be completed on the four initial programs and those students demonstrate achievement of graduate outcomes. | Data collection will be completed in all programs and those students demonstrate achievement of graduate outcomes. | Feedback loops will continue to lead to new questions, new problems and new solutions. The impact of institutional assessment will begin to show positive outcomes. | |

*APPENDIX X*

**Graduate Outcome Satisfaction for The Associates Degree in Nursing**

Graduate Outcomes:

1 = Effective Communication
2 = Problem Solving
3 = Critical/Creative Thinking Skills
4 = Awareness of Diverse Cultures
5 = Awareness of the Sciences
6 = Collaborative Working Skills
7 = Computational Skills
8 = Effective and Responsible Interaction in Society
9 = Computer and Information Literacy

T - Taught E - Emphasis R - Reinforce

General Education Classes:

Evidence to be collected according to the procedure specified for these classes

| Course | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|
| BIOL 154 | | T | R | | T | E | | | |
| BIOL 221<br>BIOL 221L | | T<br>T | R | | T<br>T | E<br>T | | | |
| BIOL 254<br>BIOL 254L | | T<br>T | E<br>E | | T<br>T | E<br>T | | | |
| ENGL 111G<br>ENGL (elective) | T<br>E | R<br>R | E<br>R | | | | | | T |
| PSY 201G<br>SOC 101G<br>3 hour elective | R<br>R | R | R<br>R | E<br>T | R | R<br>R | | R<br>T | |

Degree Classes

| Course | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|
| NURS 153 | | E | E | | | | T | | E |
| NURS 154 | E | E | E | E | | | | | |
| NURS 156 | E | E | T | T | R | E | R | T | T |
| NURS 156L | E | E | E | T | R | T | R | E | R |
| NURS 106 | | E | E | | R | | E | | R |
| NURS 157 | R | E | T | E | R | R | | R | |
| NURS 157L | E | E | T | R | E | T | R | R | E |
| NURS 108 | | | R | R | E | | | R | |
| NURS 258 | E | E | T | E | R | R | | R | |
| NURS 258L | E | E | T | R | R | T | | R | R |
| NURS 246 | R | E | T | R | E | R | E | R | R |
| NURS 246L | E | E | T | R | R | T | E | R | E |
| NURS 256 | R | E | T | R | E | R | E | R | R |
| NURS 256L | E | E | T | R | R | T | E | R | E |
| NURS 260L | | E | E | R | R | E | R | R | R |
| NURS 262 | R | E | E | | | T | | T | T |

*APPENDIX XI*

Pilot Project
Achievment Criteria for the Accomplishment of Graduate Outcomes by Cluster or Program

| Outcome | Evaluation Tool | Method of Evaluation | Person Responsible |
|---|---|---|---|
| Effective Communication (in Reading, Writing, Speaking and Listening) | | | |
| Problem Solving | | | |
| Awareness of Diverse Cultures | | | |
| Awareness of the Sciences | | | |
| Computation Skills | | | |
| Collaborative Working Skills | | | |
| Effective and Responsible Interaction in Society | | | |

| | | | |
|---|---|---|---|
| Computer and Information Literacy | | | |
| Critical Thinking and Problem Solving | | | |

Pilot Project

Achievement Criteria for the Accomplishment of Graduate Outcomes by Program

Nursing

| Outcome | Evaluation Tool | Method of Evaluation | Person Responsible |
|---|---|---|---|
| Effective Communication (Reading, Writing, Speaking and Listening) | Nursing Process<br>Drug Prototype<br>Book of Life<br>Process Recordings<br>Elder Contract<br>Nursing Philosophy<br>Student - Patient conversation appropriate to the developmental level of the patient | Accuracy in grammar, spelling, sentence structure and flow.<br>Ability to convey an idea<br>(Refer to evaluation criteria for each course) | Faculty and students |
| Awareness of Diverse Cultures | Response on various test items<br>Ability to assess the impact of culture on the patients dietary habits and response to illness | 90% correct response on test items<br>Accuracy of assessment in reference to culture when writing the nursing process | Faculty and students |

| | | | |
|---|---|---|---|
| Awareness of the Sciences | Grades in the support courses of BIOL 154, 254 and 221<br>Application of scientific principle to the pathophysiology of disease<br>Response on various test items. | Grades of "C" or better in BIOL 154, 254 and 221<br>80% correct response on test items<br>Satisfactory performance on the "text book picture" performance area of the nursing process (Refer to process evaluation forms for each course) | Faculty and students |
| Computation Skills | Medications and dosage calculations test for each course<br>Ability to correctly calculation drug dosages in the clinical setting | 100% performance on initial dosage calculations exam and each subsequent exam<br>Demonstration of the ability to accurately calculate drug dosages in the clinical setting. (Refer to weekly clinical evaluation form and the overall evaluation form for each course) | Faculty and students |
| Collaborative Working Skills | Ability to work with members of the health care team.<br>Ability to work with other students | Knows when to seek help<br>Follows physician orders<br>Participation in professional organizations | Faculty and students |

| | | | |
|---|---|---|---|
| Effective and Responsible Interaction in Society | Caring behaviors<br>Ability to demonstrate the principles of interpersonal relations<br>Ethical and legal implications for nursing care | Satisfactory in the demonstration of the caring behaviors (refer to caring behaviors for each course)<br>Satisfactory performance on the weekly and overall clinical evaluation tool (refer to the tools for each course) | Faculty and students |
| Computer and Information Literacy | Pre and post test for CAI<br>Bibliography for drug prototype<br>Ability to perform library search | Improvement in test scores from pre to post tests.<br>Bibliography demonstrates use of online search from library | Faculty and students |

| | | | |
|---|---|---|---|
| Problem Solving | Nursing Process<br>Student - Patient Interaction<br>Process Recording<br>General Education Curriculum | Student accurately identifies nursing diagnosis appropriate to the patients health deviation<br>(Refer to nursing process evaluation forms for each course)<br>Student accurately responds to patient in a therapeutic manner<br>(Refer to process recording evaluation)<br>Grades of "C" or better in related general education coures. | |

| | | | |
|---|---|---|---|
| Critical/Creative Thinking | Critical Thinking exercise<br>Nursing Process<br>Provision of patient care | Nursing process writing demonstrates increased complextity in assessment and in problem identification.<br>Increase in the number of patients for the student is able to provide care<br>Satisfactory performance on the weekly and overall clinical evaluation tool (refer to the tools for each course) | Faculty and students |

*APPENDIX XII*

## Program Review

**OVERVIEW:** Each of the following sections must contain specific evidence such as charts and relevant statistics as well as a narrative

**CONTRIBUTION OF THE PROGRAM TO THE MISSION/STUDENT OUTCOMES**

How does the program advance the mission/goals of NMSU-C?

Does the program fulfill all of the graduate outcomes? (Attach a grid which demonstrates which courses teach, emphasize or reinforce the graduate outcomes.)

Demonstrate the program productivity. Use charts and graphs to show trends in enrollment, completion, etc.

Summary

Strengths

Concerns or Needs

**COURSE EVALUATIONS** (As the individual courses are the basis for a successful program, in-depth course evaluations should be included for each course as well as summaries and trends for the program as a whole.)

Demonstrate that course outcomes support program/university purposes.

Demonstrate the productivity of each course. Develop trends over a 5-year period. Use time scheduling for duplicate courses, numbers in each class, overall enrollments within each course, etc.

Instructional Materials. Demonstrate that texts and syllabi as well as supplementary materials further the exact goals of each course.

Demonstrate how pre/post and major tests further specific goals of the course.

Demonstrate learning within each course. Compare pre/post test scores, etc.

Summary

Strengths

Concerns or Needs

COST ACCOUNTABILITY

Income generated by the program compared to costs (Cost to income differential).

Budgeting

Compare, using narrative and charts, the budget to actual expenditures.

Summary

Strengths

Concerns or Needs

**EFFECTIVENESS** (Use tracking and job placement charts, satisfaction survey results, etc.) Through narrative and charts, graphs, demonstrate that the program is effective.

Summary

Strengths

Concerns or Needs

## FACULTY AND QUALITY OF INSTRUCTION

This section should contain narrative, graphs, and carts concerning the following:

Degrees earned by departmental faculty
Longevity of departmental faculty
Re-training of departmental
    courses taken
    conferences/workshops attended
Accomplishments
Professional Affiliations

Summary

Strengths

Concerns or Needs

**EQUIPMENT EVALUATION**

Facilities

Library holdings - This should be an in-depth discussion of library holdings used by this program. Compare to Library Association suggested list.

Summary

Strengths

Concerns or Needs

**MARKETING AND RECRUITING**

Handbooks/brochures

Strategies

Special activities

Summary

Strengths

Concerns or Needs

**MARKETING AND RECRUITING**

Handbooks/brochures

Strategies

Special activities

Summary

Strengths

Concerns or Needs

**SUPPORT SERVICES** Evaluate both use and need for such services

Library

LAC

Student Services and Advising

Summary

Strengths

Concerns or Needs

COMMUNITY RESOURCES (where applicable)

SUMMARY OF ENTIRE REPORT WITH CONCLUSIONS AND RECOMMENDATIONS

*APPENDIX XIII*

NEW MEXICO STATE UNIVERSITY AT CARLSBAD
Nursing Program
ADN GRADUATE QUESTIONNAIRE
19___

I. IDENTIFICATION DATE: (Optional)

Name:_____ Year of Graduation:_____

Address:_____ Age:_____

_____ Sex:_____

Telephone:_____ Marital Status:_____

II. EMPLOYMENT STATUS:

Employed in Nursing:_____ Unemployed:_____

1. Current position:_____ 1. Seeking employment:_____

_____ 2. Attending school:_____

2. Past positions (since graduation) 3. Unemployed by choice:

_____ _____

Employed in non-nursing position (please describe):_____

_____

_____

Reason for employment in non-nursing role:_____

_____

_____

III. PROGRAM EVALUATION:

At the completion of the nursing program, the graduate is prepared to meet the overall program objectives.

For each of the following, identify your level of preparation based on a scale of 1 to 5 with "1" representing minimal preparation and "5" representing full preparation. Circle the appropriate number.

| | MINIMAL | | | | FULL |
|---|---|---|---|---|---|
| 1. Demonstrate understanding of man as a holistic individual with the ability to maintain self-care or promote the self-care of others. | 1 | 2 | 3 | 4 | 5 |
| 2. Apply wholly compensatory , partly compensatory, and supportive-educative nursing systems while working with individuals experiencing universal, developmental, or well-defined health deviations. | | | | | |
| a. Wholly compensatory | 1 | 2 | 3 | 4 | 5 |
| b. Partly compensatory | 1 | 2 | 3 | 4 | 5 |
| c. Supportive-educative | 1 | 2 | 3 | 4 | 5 |
| 3. Demonstrate critical thinking skills through use of the nursing process to provide nursing care to patients whose self-care needs are routine and predictable. | | | | | |
| a. Patient assessment and data collection. | 1 | 2 | 3 | 4 | 5 |
| b. Analysis of assessment of findings. | 1 | 2 | 3 | 4 | 5 |
| c. Identification of nursing diagnosis. | 1 | 2 | 3 | 4 | 5 |
| d. Priority setting. | 1 | 2 | 3 | 4 | 5 |
| e. Collaboration with others. | 1 | 2 | 3 | 4 | 5 |

| | MINIMAL | | | | FULL |
|---|---|---|---|---|---|
| f. Planning and organizing goal-directd care according to the patients cultural, and spiritual belief and physiological, psychosocial and developmental needs and strengths. | 1 | 2 | 3 | 4 | 5 |
| g. Implementing effective care according to the priority of the goals. | 1 | 2 | 3 | 4 | 5 |
| h. Evaluation effects/results. Revises care plan as needed. | 1 | 2 | 3 | 4 | 5 |
| 4. Manage the care of small groups of patients with well-defined health problems. | 1 | 2 | 3 | 4 | 5 |
| 5. Utilize concepts and principles derived from the biological, behavioral, social sciences, and nursing knowledge in assisting any individual to meet his/her self-care needs. | 1 | 2 | 3 | 4 | 5 |
| 6. Utilize the principles of therapeutic interpersonal relations to assist individuals in meeting their self-care needs. | 1 | 2 | 3 | 4 | 5 |
| 7. Perform technical aspects of nursing care safely. | | | | | |
| a. Physical assessments. (i.e. vital signs) | 1 | 2 | 3 | 4 | 5 |
| b. Providing patient comfort. (i.e. back rubs) | 1 | 2 | 3 | 4 | 5 |
| c. Providing patient hygiene. | 1 | 2 | 3 | 4 | 5 |
| d. Providing a safe environment | 1 | 2 | 3 | 4 | 5 |
| e. Exercise and activity. | 1 | 2 | 3 | 4 | 5 |
| f. Promoting rest and sleep. | 1 | 2 | 3 | 4 | 5 |

| | | MINIMAL | | | | FULL |
|---|---|---|---|---|---|---|
| g. | Promoting urinary and intestinal elimination. | 1 | 2 | 3 | 4 | 5 |
| h. | Promoting tissue healing. | 1 | 2 | 3 | 4 | 5 |
| i. | Oral and parenteral medication administration. | 1 | 2 | 3 | 4 | 5 |
| j. | Intravenous therapy. | 1 | 2 | 3 | 4 | 5 |
| k. | Dosage calculations. | 1 | 2 | 3 | 4 | 5 |
| l. | Written documentation. | | | | | |
| | 1. Care plans | 1 | 2 | 3 | 4 | 5 |
| | 2. Charting and Nursing Notes | 1 | 2 | 3 | 4 | 5 |
| m. | Familiarity with the computer | 1 | 2 | 3 | 4 | 5 |
| n. | Providing patient teaching and discharge planning. | 1 | 2 | 3 | 4 | 5 |
| 8. | Function as a member of the health care team in assisting individuals to effectively meet their self-care needs. | 1 | 2 | 3 | 4 | 5 |
| 9. | Function in accordance with ethical and legal standards of nursing practice. | 1 | 2 | 3 | 4 | 5 |
| 10. | Demonstrate realization of the need for continuous learning for personal and professional growth. | 1 | 2 | 3 | 4 | 5 |
| 11. | Demonstrate the identified caring behaviors. | 1 | 2 | 3 | 4 | 5 |

IV. OVERALL EVALUATION:

| | INADEQUATE | GOOD | EXCELLENT |
|---|---|---|---|
| 1. General base of nursing knowledge. | | | |
| a. Medical/surgical | ____ | ____ | ____ |
| b. Obstetric | ____ | ____ | ____ |
| c. Pediatric | ____ | ____ | ____ |
| d. Mental health | ____ | ____ | ____ |

2. Please describe what you see as major program strengths.

_____

_____

_____

_____

_____

3. Please identify any areas in which you believe the program could b strengthened, and suggest approaches to these areas of concerns.

_____

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_____

GRADQUES/1-5

NEW MEXICO STATE UNIVERSITY AT CARLSBAD
Nursing Program
PN GRADUATE QUESTIONNAIRE
19___

I. IDENTIFICATION DATE: (Optional)

Name:_____ Year of Graduation:_____

Address:_____ Age:_____

_____ Sex:_____

Telephone:_____ Marital Status:_____

II. EMPLOYMENT STATUS:

Employed in Nursing:_____ Unemployed:_____

1. Current position:_____ 1. Seeking employment:_____

_____ 2. Attending school:_____

2. Past positions (since graduation) 3. Unemployed by choice:

_____ _____

Employed in non-nursing position (please describe):_____

_____

_____

Reason for employment in non-nursing role:_____

_____

_____

III. PROGRAM EVALUATION:

At the completion of the nursing program, the graduate is prepared to meet the overall program objectives.

For each of the following, identify your level of preparation based on a scale of 1 to 5 with "1" representing minimal preparation and "5" representing full preparation. Circle the appropriate number.

| | MINIMAL | | | | FULL |
|---|---|---|---|---|---|
| 1. Demonstrate understanding of man as a holistic individual with the ability to maintain self-care or promote the self-care of others. | 1 | 2 | 3 | 4 | 5 |
| 2. Apply wholly compensatory , partly compensatory, and supportive-educative nursing systems while working with individuals experiencing universal, developmental, or well-defined health deviations. | | | | | |
| a. Wholly compensatory | 1 | 2 | 3 | 4 | 5 |
| b. Partly compensatory | 1 | 2 | 3 | 4 | 5 |
| c. Supportive-educative | 1 | 2 | 3 | 4 | 5 |
| 3. Demonstrate critical thinking skills through use of the nursing process to provide nursing care to patients whose self-care needs are routine and predictable. | | | | | |
| a. Patient assessment and data collection. | 1 | 2 | 3 | 4 | 5 |
| b. Analysis of assessment of findings. | 1 | 2 | 3 | 4 | 5 |
| c. Identification of nursing diagnosis. | 1 | 2 | 3 | 4 | 5 |
| d. Priority setting. | 1 | 2 | 3 | 4 | 5 |
| e. Collaboration with others. | 1 | 2 | 3 | 4 | 5 |

| | MINIMAL | | | | FULL |
|---|---|---|---|---|---|
| 5. Utilize basic communication skills in assisting individuals throughout the life span to meet self-care needs. | 1 | 2 | 3 | 4 | 5 |
| 6. Perform the technical aspects of nursing care safely. | | | | | |
| a. Physical assessments. (i.e. vital signs) | 1 | 2 | 3 | 4 | 5 |
| b. Providing patient comfort. (i.e. back rubs) | 1 | 2 | 3 | 4 | 5 |
| c. Providing patient hygiene. | 1 | 2 | 3 | 4 | 5 |
| d. Providing a safe environment. | 1 | 2 | 3 | 4 | 5 |
| e. Exercise and activity. | 1 | 2 | 3 | 4 | 5 |
| f. Promoting rest and sleep. | 1 | 2 | 3 | 4 | 5 |
| g. Promoting urinary and intestinal elimination. | 1 | 2 | 3 | 4 | 5 |
| h. Promoting tissue healing. | 1 | 2 | 3 | 4 | 5 |
| i. Oral and parenteral medication administration. | 1 | 2 | 3 | 4 | 5 |
| j. Dosage calculations. | 1 | 2 | 3 | 4 | 5 |
| k. Written documentation. | | | | | |
| 1. Care plans | 1 | 2 | 3 | 4 | 5 |
| 2. Charting and Nursing Notes | 1 | 2 | 3 | 4 | 5 |
| l. Providing patient teaching and discharge planning. | 1 | 2 | 3 | 4 | 5 |
| m. Familiarity with the computer. | 1 | 2 | 3 | 4 | 5 |
| 7. Function effectively in the role of the beginning Practical Nurse under the direction of a registered nurse or a physician. | 1 | 2 | 3 | 4 | 5 |

| | MINIMAL | | | | FULL |
|---|---|---|---|---|---|
| 8. Function in accordance with the ethical and legal standards of practical nursing practice. | 1 | 2 | 3 | 4 | 5 |
| 9. Assume responsibility for self development and continued learning. | 1 | 2 | 3 | 4 | 5 |
| 10. Demonstrate the identified caring behaviors for this level. | 1 | 2 | 3 | 4 | 5 |

IV. OVERALL EVALUATION:

| 1. General base of nursing knowledge. | INADEQUATE | GOOD | EXCELLENT |
|---|---|---|---|
| a. Medical/surgical | ____ | ____ | ____ |
| b. Obstetric | ____ | ____ | ____ |
| c. Pediatric | ____ | ____ | ____ |
| d. Mental health | ____ | ____ | ____ |

2. Please describe what you see as major program strengths.

_____

_____

_____

_____

_____

_____

_____

_____

_____

3. Please identify any areas in which you believe the program could be strengthened, and suggest approaches to these areas of concerns.

## MASTER PLAN FOR PROGRAM EVALUATION

| AREA TO BE ADDRESSED | METHOD OF EVALUATION | TIME FRAME | INDIVIDUAL RESPONSIBLE |
|---|---|---|---|
| I. Curriculum<br>- Philosophy<br>- Outcomes<br>- Courses<br>a. Outline<br>b. Objectives<br>- Textbooks | 1. Student's performance on unit examinations. | Continuous | Nursing Faculty |
| | 2. Discussions in faculty meeting. | Continuous | Nursing Faculty |
| | 3. Student's performance on various standardized exams (NLN's). | Each semester | Program Director and Nursing Faculty |
| | 4. Graduate's performance on NCLEX. | Annually (September) | Program Director and Nursing Faculty |
| | 5. NCLEX Summary Profiles. | Annually (September) | Program Director and Nursing Faculty |
| | 6. Faculty workshop in May to review each aspect of the curriculum for:<br>a. Currency<br>b. Flow<br>c. Clarity<br>d. Relevancy<br>e. Other | Annually (May) | Program Director and Nursing Faculty |
| | 7. Graduate questionnaires. | Annually (December) | Program Director and Nursing Faculty |
| | 8. Agency Evaluation of student performance. | Annually (September) | Agency Personnel |
| | 9. Student feedback | Ongoing | Faculty/students |

MASTER PLAN FOR PROGRAM EVALUATION (CONT.)

| AREA TO BE ADDRESSED | METHOD OF EVALUATION | TIME FRAME | INDIVIDUAL RESPONSIBLE |
|---|---|---|---|
| | 9. Discussion during unit director's meetings prior to beginning of each semester. | Each Semester | Program Director and Nursing Faculty |
| | 10. Writing of annual report to the State of New Mexico Board of Nursing. | Annually (May) | Program Director and Nursing Faculty |
| | 11. Five year site survey visit by the State of New Mexico Board of Nursing. | Next visit will be October, 1994. | Program Director and Nursing Faculty |
| II. Budget | Adequacy in relation to expenditures from previous fiscal year:<br>a. Travel<br>b. Equipment<br>c. Supplies<br>d. Salaries<br>e. Other | Annually (April) | Assistant Provost for Business<br>Nursing Program Director<br>Nursing Faculty |
| III. Faculty | 1. Based on individual goals and objectives as defined in the | Annually (February) | Associate Provost for Instruction<br>Nursing Program Director<br>Nursing Faculty |

MASTER PLAN FOR PROGRAM EVALUATION (CONT.)

| AREA TO BE ADDRESSED | METHOD OF EVALUATION | TIME FRAME | INDIVIDUAL RESPONSIBLE |
|---|---|---|---|
| | procedure for faculty evaluation. | | |
| | 2. Workload for equality. | Annually | Nursing Program Director |
| | 3. Student evaluations. | Each semester | Nursing Faculty, Students and the Director |
| IV. Nursing Program Director | 1. Based on individual goals and objectives as defined in the procedure for professional staff evaluation. | Annually | Provost<br>Associate Provost for Instruction<br>Nursing Program Director |
| V. Students | 1. Objective testing. | Annually | Nursing Faculty and Students |
| | 2. By performance of clinical objectives and written process of nursing. | Weekly and by semester | Nursing Faculty and Students |
| | 3. Clinical evaluation tool. | Each semester | Nursing Faculty and Students |
| | 4. Agency evaluation of student performance. | Annually | Agency personnel |
| | 5. Deographic data | Annually | Nursing Director |
| | 6. Semesters required for completion. | Bi-annually | Nursing Faculty and Director |

MASTER PLAN FOR PROGRAM EVALUATION (CONT.)

| AREA TO BE ADDRESSED | METHOD OF EVALUATION | TIME FRAME | INDIVIDUAL RESPONSIBLE |
|---|---|---|---|
| IX. Graduates | | | |
| | 1. Number who secure jobs | Annually | Nursing Program Director |
| | 2. Places of employment | Annually | Nursing Program Director |
| | 3. C.E. or degree seeking | Annually | Nursing Program Director |
| | 4. Program satisfaction | Annually | Nursing Program Director |
| | 5. Employer satisfaction | Annually | Nursing Program Director<br>Employers |

# Trade & Industrial
# Technical Education

## Philosophy

Trade and Industrial Education is a part of the overall scope of vocational education. In addition:

* Trade and industrial education programs and services are committed to the involvement of business, industry, labor and other consultants in the development of a philosophical statement.
* Trade and industrial education programs and services are designed for initial employment and for horizontal and vertical mobility.
* Trade and industrial education programs are designed for and are assessable to in-school youth, and out-of-school youth, and adults who need, who want, who elect, and who may profit by organized instruction consistent with labor market needs and employment practices.
* Trade and industrial education programs and services provide for the development of skills and knowledge in current technology.
* Trade and industrial education programs and services may provide the related technical and supplemental instruction of apprentices.
* Trade and industrial education programs and services are designed to provide leadership skills.
* Trade and industrial education programs and services are provided throughout each individual's occupational life span.
* Trade and industrial education programs and services are under public supervision with adequate provision for financial support and accessibility regardless of geographic area.
* Trade and industrial education programs and services provide for the development of computational, communication, scientific, and social experiences that are central t to human resource management.
* Trade and education programs are complementary to economic development and national security.
* Trade and industria education programs are articulated with prevocational programs and apprentices on post-secondary programs to provide a smooth transition for any student on a career ladder in the program in which he or she is enrolled.

## WELDING

DIRECTIONS: Evaluate the student using the rating scale below, check the appropriate number to indicate the degree of competency.

RATING SCALE:
4 High - can work independently with no supervision
3 Moderately - can perform job completely with limited supervision
2 Limited - requires instruction and close supervision
1 Little - minimum experience or knowledge in this area
0 No exposure

I. FUNCTION: Develop General Employability Skills

COMPETENCIES: The student will:

| 4 | 3 | 2 | 1 | 0 | |
|---|---|---|---|---|---|
| _ | _ | _ | _ | _ | Complete a job application |
| _ | _ | _ | _ | _ | Complete a job interview |
| _ | _ | _ | _ | _ | Identify safety hazards |
| _ | _ | _ | _ | _ | Demonstrate the safe use of all equipment |
| _ | _ | _ | _ | _ | Demonstrate the emergency first aid procedures |
| _ | _ | _ | _ | _ | Explain how employers and employees can communicate clearly |
| _ | _ | _ | _ | _ | Interpret written technical and graphic information |
| _ | _ | _ | _ | _ | Follow policies, rules & regulations of the job |
| _ | _ | _ | _ | _ | Demonstrate how to work cooperatively with fellow workers, supervisors & management |
| _ | _ | _ | _ | _ | Follow instructions in completing job tasks |
| _ | _ | _ | _ | _ | Demonstrate physical ability needed for job task |
| _ | _ | _ | _ | _ | Demonstrate concern for time and energy efficiency, productivity & quality of work |





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| | | | | | |
|---|---|---|---|---|---|
| _ | _ | _ | _ | _ | Demonstrate the ability to perform job tasks & to work independently. |
| _ | _ | _ | _ | _ | Demonstrate decision-making & management ability |
| _ | _ | _ | _ | _ | List wage, payroll deduction and fringe benefit information |
| _ | _ | _ | _ | _ | Demonstrate the ability to utilize the performance review as an opportunity for career growth |
| _ | _ | _ | _ | _ | Outline procedures in planning career goals, career preparation & job advancement |
| _ | _ | _ | _ | _ | Evaluate career options and decisions . |
| _ | _ | _ | _ | _ | Identify employment trends and opportunities and the changing roles of men and women in the labor force |
| _ | _ | _ | _ | _ | Identify characteristics of the American free enterprise system |
| _ | _ | _ | _ | _ | Recognize the influence of economic trends on individuals |

II. FUNCTION: Safety

COMPETENCIES: The student will:

| 4 | 3 | 2 | 1 | 0 | |
|---|---|---|---|---|---|
| _ | _ | _ | _ | _ | Demonstrate personal safety |
| _ | _ | _ | _ | _ | Demonstrate general shop safety |
| _ | _ | _ | _ | _ | Demonstrate the ability to keep a clean orderly and safe work area |
| _ | _ | _ | _ | _ | Identify components of fire triangle |
| _ | _ | _ | _ | _ | Demonstrate general welding safety precautions |

III. FUNCTION: Orientation

COMPETENCIES: The student will:

4 3 2 1 0

_ _ _ _ _ Complete social security application

_ _ _ _ _ Complete personal information sheet and job form

IV. FUNCTION: Metals

COMPETENCIES: The student will:

4 3 2 1 0

_ _ _ _ _ Identify shapes of metals

_ _ _ _ _ Interpret SAE/AISI numbers for metals

_ _ _ _ _ Write a metal analysis

V. FUNCTION: VICA Organization

COMPETENCIES: The student will:

4 3 2 1 0

_ _ _ _ _ Recite VICA Creed

_ _ _ _ _ Explain VICA symbols

VI. FUNCTION: Applying for a Job

COMPETENCIES: The student will:

4 3 2 1 0

_ _ _ _ _ Fill out an application

_ _ _ _ _ Make appointment for a job interview

_ _ _ _ _ Write a resume



VII. FUNCTION: Becoming a Good Leader

COMPETENCIES: The student will:

4 3 2 1 0

_ _ _ _ _ Discuss in a short paragraph why becoming a good leader is desirable

_ _ _ _ _ Identify some leaders and list three factors that identify each as a leader

VIII. FUNCTION: Parliamentary Procedure and Public Speaking

COMPETENCIES: The student will:

4 3 2 1 0

_ _ _ _ _ Demonstrate the ability to use parliamentary procedure correctly

_ _ _ _ _ Write and deliver a 3 to 5 minute speech

IX. FUNCTION: Measurements

COMPETENCIES: The student will:

4 3 2 1 0

_ _ _ _ _ Identify basic tools used in measuring

_ _ _ _ _ Use the measuring tools to accuracy of 1/16 of an inch

_ _ _ _ _ Use a combination square set

_ _ _ _ _ Use outside calipers

_ _ _ _ _ Use steel rule and steel tape

_ _ _ _ _ Use a steel square

_ _ _ _ _ Use tools to layout a part on metal plate





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X. FUNCTION: Blueprint Reading

COMPETENCIES: The student will:

| 4 | 3 | 2 | 1 | 0 | |
|---|---|---|---|---|---|
| _ | _ | _ | _ | _ | Demonstrate the ability to use information obtained from blueprint information block |
| _ | _ | _ | _ | _ | Demonstrate use of 3 view drawing |
| _ | _ | _ | _ | _ | Identify the six views on a blueprint |
| _ | _ | _ | _ | _ | Identify common types of lines used on a blueprint |
| _ | _ | _ | _ | _ | Interpret a simple blueprint |
| _ | _ | _ | _ | _ | Interpret a tack and fit-up blueprint |
| _ | _ | _ | _ | _ | Interpret a complex assembly blueprint |

XI. FUNCTION: Oxyacetylene Cutting

COMPETENCIES: The student will:

| 4 | 3 | 2 | 1 | 0 | |
|---|---|---|---|---|---|
| _ | _ | _ | _ | _ | Demonstrate safety attained when using cutting head |
| _ | _ | _ | _ | _ | Demonstrate the ability to set up equipment for cutting with proper regulator pressure |
| _ | _ | _ | _ | _ | Demonstrate ability to light, adjust flame and shut down oxyacetylene apparatus properly |
| _ | _ | _ | _ | _ | Use a straight edge and soapstone for laying out a pattern |
| _ | _ | _ | _ | _ | Demonstrate ability to make a 90° cut in mild steel |
| _ | _ | _ | _ | _ | Demonstrate ability to make a flame beveled cut on steel plate |





XII. FUNCTION: Oxyacetylene Fusion Welding

COMPETENCIES: The student will:

| 4 | 3 | 2 | 1 | 0 | |
|---|---|---|---|---|---|
| _ | _ | _ | _ | _ | Demonstrate safety attained for handling oxyacetylene welding equipment |
| _ | _ | _ | _ | _ | Select size of tip and type of filler rod based on metal thickness |
| _ | _ | _ | _ | _ | Demonstrate the ability to use the equipment for fusion welding |
| _ | _ | _ | _ | _ | Demonstrate ability to light, adjust, and shut down equipment |
| _ | _ | _ | _ | _ | Construct a corner weld without filler rod |
| _ | _ | _ | _ | _ | Lay beads on gauge metal with and without a filler rod |
| _ | _ | _ | _ | _ | Weld a butt joint with filler rod |

XIII. FUNCTION: Oxyacetylene Brase Welding

COMPETENCIES: The student will:

| 4 | 3 | 2 | 1 | 0 | |
|---|---|---|---|---|---|
| _ | _ | _ | _ | _ | Distinguish between brazing and brase welding |
| _ | _ | _ | _ | _ | Demonstrate ability to brase weld a square groove butt joint |

XIV. FUNCTION: Shielded Metal Arc Welding

COMPETENCIES: The student will:

| 4 | 3 | 2 | 1 | 0 | |
|---|---|---|---|---|---|
| _ | _ | _ | _ | _ | Strike an arc |
| _ | _ | _ | _ | _ | Start, stop and restart a bead |
| _ | _ | _ | _ | _ | Make a pad in the flat position |
| _ | _ | _ | _ | _ | Make a square groove butt weld |



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IV. FUNCTION: Shielded Metal Arc Position Welding

COMPETENCIES: The student will:

4 3 2 1 0

_ _ _ _ _ Demonstrate safety attained in position welding

Demonstrate the ability to:

_ _ _ _ _ - Build a pad in the horizontal position

_ _ _ _ _ - Construct a multiple pass T-joint in the horizontal position

_ _ _ _ _ - Make a square groove butt joint weld in the horizontal position

_ _ _ _ _ - Make a pad in the vertical up position

_ _ _ _ _ - Construct a square groove butt joint in the vertical down position

_ _ _ _ _ - Make a T-joint fillet weld in the vertical up position

_ _ _ _ _ - Make a pad in the overhead position

_ _ _ _ _ - Make a lap joint fillet weld in the overhead position

_ _ _ _ _ - Weld test layout, cut and prepare coupons for test

_ _ _ _ _ - Test prepared coupons

_ _ _ _ _ - Make a single V-groove joint in the flat position and test

_ _ _ _ _ - Make a single V-groove joint in the horizontal position and test

_ _ _ _ _ - Make a single V-groove joint in the vertical position and test

_ _ _ _ _ - Make a single V-groove joint in the overhead position and test

_ _ _ _ _ - Make a single V-groove joint in the overhead position and test





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XVI. FUNCTION: Gas Tungsten Arc Welding

COMPETENCIES: The student will:

4 3 2 1 0

_ _ _ _ _ Demonstrate safety attained in GTAW

Demonstrate the ability:

_ _ _ _ _ - Set up, select and adjust current for aluminum welding and shut down

_ _ _ _ _ - Set up, select and adjust current for stainless and mild steel and shut down

_ _ _ _ _ - Prepare aluminum, stainless and mild steel for welding

_ _ _ _ _ - Make a stringer bead on 1/16 inch aluminum with filler rod in the flat position

_ _ _ _ _ - Construct a square groove butt weld on 1/8 inch aluminum in the flat position

_ _ _ _ _ - Make a lap joint fillet on 1/8 inch aluminum with filler rod in the horizontal position

_ _ _ _ _ - Construct a corner joint fillet on 1/8 inch aluminum without the filler rod in the flat position

_ _ _ _ _ - Weld a T-joint fillet on 1/8 inch aluminum with filler rod in the horizontal position

_ _ _ _ _ - Construct a butt joint on 1/16 inch (16ga.) mild steel with filler rod in the flat position

_ _ _ _ _ - Construct a T-joint on 1/16 inch mild steel with filler rod in the horizontal position

_ _ _ _ _ - Make a butt joint on 1/16 inch stainless with filler rod in the flat position

_ _ _ _ _ - Construct an outside corner joint on 1/16 inch stainless with filler rod in the flat position

_ _ _ _ _ - Construct a T-joint on 1/16 inch stainless with filler rod in the horizontal position

_ _ _ _ _ - Construct a T-joint using 1/8 inch stainless with filler rod in the vertical up position

VII. FUNCTION: Gas Metal Arc Welding

COMPETENCIES: The student will:

4 3 2 1 0

_ _ _ _ _ Select electrode wire stick out, volts and amps

Demonstrate the ability to:

_ _ _ _ _ - Set up and shut down GMAW for short arc, spray arc, and flux cored welding application

_ _ _ _ _ - Construct a multiple pass T-joint on mild steel in the horizontal position with short arc

_ _ _ _ _ - Construct a lap joint on mild steel in the vertical down position with short arc

_ _ _ _ _ - Construct a square groove butt joint using mild steel in the flat position with short arc

_ _ _ _ _ - Make a square groove butt joint using mild steel in the horizontal position with short arc

_ _ _ _ _ - Construct a multiple pass T-joint with mild steel in the vertical up position with short arc

_ _ _ _ _ - Construct a corner joint fillet on mild steel in the vertical up position with sort arc for break test

_ _ _ _ _ - Construct a square groove butt weld with mild steel in the vertical up position with short arc

_ _ _ _ _ - Construct a T-joint fillet with mild steel in the overhead position with short arc for break test

_ _ _ _ _ - Construct a T-joint with mild steel in the horizontal position with short arc

_ _ _ _ _ - Make a single V-groove butt joint with mild steel in the horizontal position with short arc for test

_ _ _ _ _ - Construct a single V-groove butt joint on mild steel in the vertical down position with short arc for test





_ _ _ _ _ - Construct a single V-groove butt joint with mild steel in the overhead position with short arc for test

_ _ _ _ _ - Construct a multiple pass lap joint fillet with 1 inch steel in the horizontal position with spray arc

_ _ _ _ _ - Construct a multiple pass V-joint fillet with 1 inch mild steel in the flat position with flux cored wire

_ _ _ _ _ - Construct a T-joint fillet with aluminum plate in the horizontal position with short arc

_ _ _ _ _ - Construct a mulciple pass T-joint fillet with aluminum in the vertical up position with short arc

_ _ _ _ _ - Construct a T-joint fillet with stainless steel in the horizontal position with short arc

_ _ _ _ _ - Construct a square groove butt with stainless steel in the flat position with short arc





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*APPENDIX XIV*

NMSU-C INDIVIDUAL FACULTY ASSESSMENT ACTIVITIES LIST

| FACULTY MEMBER: | | DATE: | | | | |
|---|---|---|---|---|---|---|
| COURSE NUMBER: | COURSE NAME: | | | | | |
| ASSESSMENT ACTIVITY | NOT | EFFECTIVENESS (Check One Box) <========== | | | | VERY |
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| 5. | | | | | | |
| 6. | | | | | | |
| 7. | | | | | | |
| 8. | | | | | | |
| 9. | | | | | | |

*APPENDIX XV*

Welding Technology
Student Information Form

Name _____ SSN____/___/____

Address_____

Phone#_____

Date of Birth_____

Class_____

Employment_____

Shift Worker yes or no

I signed up for welding because:

Grade Item Report--Individual Student
All Grade Items
Name & ID



Instructor Name: Lunsford
Class Name: OEWT 100
Grading Period: 1
Grade Weighting: Test 15% Report 10% Horizontal 25% OAC 25% Flat 25%

Current Date: 04/20/9.
Section: 1
Period: 1

| STUDENT NAME | IDENT. | ITEM # | CAT. | POSS. | PTS. | % | GRADE |
|---|---|---|---|---|---|---|---|
| | | 1 | FLAT | 12 | 12 | 100% | A |
| | | 2 | FLAT | 12 | 12 | 100% | A |
| | | 3 | FLAT | 12 | 10 | 83% | B- |
| | | 4 | FLAT | 12 | 11 | 92% | A- |
| | | 5 | FLAT | 12 | 11 | 92% | A- |
| | | 6 | FLAT | 12 | 12 | 100% | A |
| | | 7 | HORZ | 12 | ** | ** | ** |
| | | 8 | HORZ | 12 | ** | ** | ** |
| | | 9 | HORZ | 12 | ** | ** | ** |
| | | 10 | HORZ | 12 | ** | ** | ** |
| | | 11 | OAC | 12 | 11 | 92% | A- |
| | | 12 | OAC | 12 | 11 | 92% | A- |
| | | 13 | OAC | 12 | 12 | 100% | A |
| | | 14 | OAC | 12 | 12 | 100% | A |
| | | 15 | OAC | 12 | 12 | 100% | A |
| | | 16 | OAC | 12 | 12 | 100% | A |
| | | 17 | OAC | 12 | ** | ** | ** |

GRADE FOR THE PERIOD: A ( 96%)

NEW MEXICO STATE UNIVERSITY AT CARLSBAD

Nursing Program

NURS 156 and NURS 156L Pre-Course Student Assessment

1. Considering your previous learning experiences, use the scale below to evaluate the following:

   A.) excellent
   B.) above average
   C.) average
   D.) poor
   E.) no basis to evaluate

   _____ writing effectively

   _____ speaking effectively

   _____ understanding concepts and ideas

   _____ using computers

   _____ cooperating with others

   _____ leadership skills

   _____ appreciating others points of view

   _____ psychomotor skills

   _____ awareness of many cultures

   _____ knowledge of the role of the nurse

   _____ knowledge of health care issues

2. What grade do you expect to achieve in this class? _____

3. How many hours do you plan to spend studying for this class?

   _____



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4. Which of the following teaching learning styles are most helpful to you. Please rank in order.

_____ lecture

_____ video

_____ interactive video

_____ computer assisted instruction

_____ games

_____ role play

_____ group work

_____ individual work

_____ discussion

_____ multiple choice tests

_____ essay exams

_____ writing assignments

_____ demonstration /practice

_____ reading assignments

5. With one (1) being of no importance and five (5) extremely important, how do you rate the concept of caring in nursing?

_____

6. List three (3) expectations you have of this class.

N156SURV

*APPENDIX XVI*

## What does it mean to be a graduate of NMSU-C?

All graduates of NMSU-C's associate programs and selected certificate programs will be assessed for their acquisition and satisfactory demonstration of knowledge, literacy, competencies, and skills in the various dimensions of cognitive, expressive, and creative learning. Through their course of study at NMSU-C, graduates will become:

* effective communicators and problem-solvers
* critical and creative thinkers
* aware of diverse cultures and the sciences
* capable of working independently and collaboratively
* skilled in calculations and computations
* aware of societal needs for responsible citizens, and
* literate in utilizing computers and information

## NSMU-C's Vision for the Year 2000

NMSU-C is a comprehensive community college which provides a large traditional and non-traditional student population with high-quality liberal arts and professional education. Certificate and associate degree programs are offered in academic and professional areas of demonstrable need. The institution maintains strong commitment to excellence in instruction, scholarship, and public service. International education and other programs of emphasis continue to be integrated into the curriculum as the institution responds to the ever-changing demographics of the Southwest and the nation.

## Vision for the Year 2000

NMSU-C utilizes a *student success model* to provide open access and equal opportunity for all entrants, to promote the accomplishment of individual student's academic, vocational, and/or personal goals, and to prepare to become economically-productive citizens.

## Vision for the Year 2000

NMSU-C provides a full array of curriculum and services to assist students who pursue post-secondary certificates,

degrees, and opportunities for lifelong learning.

**Vision for the Year 2000**

NMSU-C is known as a regional educational center offering a breadth of quality academic programs which meet the needs of citizens who wish to enter or re-enter higher education.

**Vision for the Year 2000**

NSMU-C is renown for its effective transition of students from basic education to post-secondary programs, its high rate of student retention leading to program completion, and its number of students who transfer successfully to post-associate programs.

**Vision for the Year 2000**

NMSU-C is committed to continuous assessment and improvement of its students' achievements, and to the alignment of academic offerings to the region's needs.

**Vision for the Year 2000**

NMSU-C is the institution of choice by the region's students because of its reputation for open access to quality programs and services, its high ratio of students who graduate and are placed in their fields of expertise, and its high ratio of students who attain their educational goals.

**Vision for the Year 2000**

NMSU-C is recognized as an indispensable asset to the State because it demonstrates leadership in addressing the region's needs for a vibrant, economic, social, political, and cultural life.

**Vision for the Year 2000**

NSMU-C is recognized as the region's model employer because it takes exacting care in the selection and development of employees who are enabled to serve the public with pride.

**Vision for the Year 2000**

NSMU-C is a comprehensive, multi-faceted regional resource

center for recreation, health, the performing arts, electronic informational needs, and distance learning.

**NMSU-C's Vision for the Year 2000**

The *Electronics Technology* program provides beginning and returning students with a foundation of skills and abilities that will prepare them for advanced studies and career placement in a variety of electronic-related fields.

The *Welding Technology* program develops and enhances the technical knowledge and skills necessary for graduates to be successful.

The *Social Sciences* curriculum offers quality instruction to prepare students for productive citizenship in or local and global communities in the 21st Century, and provides a strong foundation for continuing studies at the university level.

The *Mathematics* program provides quality mathematics education with emphasis on developmental, technological, and professional preparation for students pursing technical careers or liberal arts education.

The *Sciences* program provides quality instruction, promotes awareness of current issues, and makes science education available to all citizens.

The *Allied Health* program serves the citizens of southeastern New Mexico by providing an adaptive curriculum that prepares its graduates for employment in the ever-changing health care industry.

The *Computer Sciences* program provides computer-related courses for general education and occupational-degree completion, as well as support services for the campus and customized computer training for business and industry.

The *Reading* program instructs students how to learn and how to become fluent readers, capable of processing symbolic information and integrating that information with their existing knowledge.

The *Pre-Business and Secretarial Administration* programs provide students, in a nurturing and caring environment, with relevant, high quality coursework and a variety of enrichment experiences culminating in specific certificates or associate degrees.

The *English* program offers comprehensive curricula in developmental skills and academic, creative, business, technical, and media arts writing. The program encourages individual growth and success in students, supports other academic programs, and responds to various cultural needs of the community.

*APPENDIX XVII*

GRADUATE OUTCOMES
DEFINING CHARACTERISTICS

## Effective Communication

### In reading

The student will

1. Comprehend word meanings, e.g. defines root words, recognizes suffixes.
2. Organize information sequentially.
3. Find the main idea.
4. Summarize or paraphrase.
5. Ascertain the author's intention.
6. Read with comprehension at the two-year college level.

### In writing

The student will

1. Write logically.
2. Produce writing that is unified, coherent, complete and well-organized.
3. Proofread papers and make any necessary corrections in reference to grammar, punctuation, spelling and usage.
4. Use formats appropriate to the situation.

### In speaking

The student will

1. Speak clearly and effectively with appropriateness to the audience.
2. Enunciate words appropriately.
3. Use appropriate intonation.
4. Make eye contact with the audience.

### In listening

The student will

1. Listen critically and with understanding.
2. Understand what the speaker is attempting to communicate.
3. Be sensitive to the non-verbal portion of behavior.
4. Actively participate in the instruction process by observing and responding to the instructor.

Problem Solving

The student will

1. When given a situation recognize, define and analyze a problem.
2. Develop various solutions and evaluate their appropriateness and effectiveness.
3. Formulate a plan.
4. Properly apply concepts and formulas as related to a problem.
5. Evaluate the outcome.
6. If appropriate, demonstrate these problem solving abilities through the writing of a research paper or related idea.

Critical/Creative Thinking Skills

The student will

1. Examine issues relative to material under study, e.g. evaluate pros and cons of a given subject, draw inferences and make predictions.
2. Analyze information provided by breaking it down into its smaller parts.
3. Demonstrate synthesis by grouping parts together.
4. Demonstrate application by taking information gained in one area and using it in another.
5. Distinguishe fact from opinion.
6. Identifiy patterns as well as cause and effect relationships.

Awareness of Diverse Cultures

The student will

1. Develop an awareness of the characteristics, origins and evolution of culture.
2. Recognize the impact of culture on lifestyles, value systems, creative thinking, appreciation, etc.
3. Incorporate the knowledge of cultural diversity into problem solving techniques.
4. Avoid misunderstandings based on differences.
5. Develop the ability to interact in a positive way with people who are different from themselves.

Awareness of the Sciences

The student will

1. Understand the relationship between science and technology and its impact on society.
2. Demonstrate the appropriate application and cautious use of equipment and apparatus.
3. Relate scientific principles to other areas unders study.
4. Demonstrate the ability to make accurate measurement to appropriate precision and judge the credibility of the results.

Collaborative Working Skills

The student will

1. Work in a collaborative manner to solve problems or achieve goals.
2. Engage in group decision making.
3. Recognize individual rights and responsibilities of group membership.
4. Demonstrate conflict resolution skills and their relationship to group interaction.

Computational Skills

The student will

1. Use basic mathematical tools as needed.
2. Set up and solve problems using addition, subtraction, multiplication and division of whole numbers, fractions and decimals and algebraic expressions.
3. Apply mathematical concepts to arrive at a solution.

Effective and Responsible Interaction in Society

The student will

1. Develop an awareness of the basic institutions of society and their relationship to individuals and groups.
2. Recognize the need to balance individual needs with societal needs.
3. Describe generally accepted "ethical" standards for right conduct.
4. Develop positive relationships with others.
5. Recognize the need for lifelong learning.
6. Recognize the impact of change on society and the environment.

Computer and Information Literacy

The student will

1. Use computers and computer applications as relevant in the work force.
2. Operate basic computer hardware components and their operations as relevant to the software applications being used. For example use of printers, disks, scanners or other types of machinery.
3. Demonstrate flexibility in switching between one software application package to another, or in the switch between versions or makes of a software application package.
4. Identify appropriate sources of information related to the information need.
5. Conduct a successful search relevant to the information need.

defining

# *GRADUATE OUTCOMES AND COURSE REFERENCE*

| OUTCOME | COURSES WHICH SATISFY OUTCOME ACHIEVEMENT |
|---|---|
| Effective Communication | ENGL 111G and COMM 265G OR ENGL 112/203/218G/240/244 OR SA 209 OR ACCT 200/ 201/202 OR BA 104 OR BA 202 OR OEBA 115 OR AS 102 OR CHEM 110/111/ 112/ 211/ 242 OR BIOL 154/254/190G 220/221/222 OR PHYS 110G/211/212/215/216 OR GEOG 110G/ 212 OR NURS 156L/ 246L/256L/258L/262 OR 260L OR MATH 112G/142G/191/ 192/279/ 280/291 BCS 210, 271, 272 OR CS 110G, 167, 271, 272, 273 OR MATH 279 OR OECS 105, 120, 125, 210, 215 OR SA 105/203/204/211/213/ 214/218/ 238/ 239 |
| Problem Solving | PSY 201G OR SOC 201G AND ACT 201 OR 202 OR ECON 251/252, BA202, OEBA 150 OR CHEM 110/111/112/211/242 OR AS 102 OR PHY 110G/211/212/215/216 OR GEO 110G/ 212 OR NURS 106/153/154/156/156L/157/157L/246/246L/256/260L/262 OR MATH 115/ 112G/142G/180/185/191/192/230/279/280/291 OR STAT 251 OR GOVT 110G/110G/ 150G/160G/252 OR BCS 210, 271, 272 OR CS 110G, 167, 271, 272, 273 OR MATH 279 OR OECS 105, 120, 125, 210, 215 |
| Critical/Creative Thinking Skills | ENGL 111G/112/203/218 OR PSY 201G OR SOC 101G/201G AND HIST 101G/102G/201G/ 202G/269G/261 OR GOVT 100G/110G/150G/160G/261 OR ANTH 201G/115 OR AS 102 OR GEO 110G/212 OR CHEM 110/111/112/211/242 OR BIOL 154/254/190G/220/221/222 OR PHYS 110G/211/212/215/216 NURS 106/153/154/156/156L/ 157/157L/246/ 246L/ 256/260L/262 OR MATH 115/112G/142G/180/185 /191/192 /230 /279/280/291 OR STAT 251 OR ACT 201/202 OR ECON 251/252 OR BA 202, OEBA 150 OR BCS 210, 271, 272 OR CS 110G, 167, 271, 272, 273 OR MATH 279 OR OECS 105, 120, 125, 210, 215 |
| Awareness of Diverse Cultures | ENGL 244 OR PSY 201G OR SOC 101G/201G AND HIST 101G/102G/201G/202G/269G/261 OR GOVT 100G/110G/150G/160G OR ANTH 201G/115 OR AS 102 OR GEO 110G/212 OR BIOL 154/254/190G/220/221/222 OR NURS 106/153/154/156/156L/157/157L/246/ 246L/256/260L/262 OR MATH 142G OR CS 110G, 271 |
| Awareness of the Sciences | PSY 201G OR SOC 101G/201G AND HIST 102G OR ANTH 201G/115 OR AS 102 OR GEO 110G/212 OR CHEM 110/111/112/211/242 OR BIOL 154/254/190G/220/221/222 OR PHYS 110G/211/212/215/216 OR NURS 106/153/154/156/156L/157/157L/246/246L/ 256/260L/262 OR MATH 191/192 OR CS 110G, 167, 271, 272, 273 OR MATH 279 |

| | |
|---|---|
| Collaborative Working Skills | ENGL 111G/112 OR AND GOVT 100G/110G/150G/160G/261 OR AS 102 OR GEO 110G/212 OR CHEM 110/111/112/211/242 OR BIOL 154/254/190G/220/221/222 OR PHYS 110G/211/212/215/216 NURS 106/153/154/156/156L/157/157L/246/246L/256/260L /262 OR MATH 191/192 OR BA 104/202 OR BCS 210, 271, 272 OR CS 167, 271, 272, 273 OR OECS 120 OR SA 203/204/238/239 |
| Computational Skills | ACT 200/201/202 OR BA 202, OEBA 150 OR CHEM 110/111/112/211/242 OR PHYS 110G/211/212/215/216 MATH 115/112G/142G/180/185 /191/192 /230 /279/280/291 OR STAT 251 OR NURS 106/153/154/156/156L/157/157L/246/246L/256/260L/262 GOVT 100G/110G/150G/160G OR BCS 210, 271, 272 OR CS 110G, 167, 271, 272, 273 OR MATH 279 OR OECS 105, 120, 125, 210, 215 OR SA 106 |
| Effective and Responsible Interaction in Society | PSY 201G OR SOC 101G/201G AND HIST 101G/102G/201G/202G/269G/261 OR GOVT 100G/110G/150G/160G/261 OR ANTH 201G/115 OR AS 102 OR GEO 110G/212 OR CHEM 110/111/112/211/242 OR BIOL 154/254/190G/220/221/222 OR PHYS 110G/211/212/215/216 NURS 106/153/154/156/156L/157/157L/246/246L/256/260L/ 262 OR ACT 201/202 OR ECON 251/252 OR BA 202, OEBA 150 OR BCS 210, 271, 272 OR CS 110G, 167, 271, 272, 273 OR MATH 279 OR OECS 105, 120, 125, 210, 215 OR BA 104 OR SA 203/204/207/211/213/214/218/228/229 |
| Computer and Information Literacy | ENGL 111G/203/218 OR HIST 101G/102G/201G/202G/269G/261 OR GOVT 100G/110G/ 150G/160G/261 OR ANTH 201G/115 OR AS 102 OR CHEM 111/112/ 211 OR BIOL 154/ 254 OR PHYS 110G/211/212/215/216 NURS 106/153/154/156/156L/157/157L/246/ 246L/ 256/260L/262 OR MATH 142G/191/192/291 OR STAT 251 OR ACT 201 OR BA 202 OR BCS 210, 271, 272 OR CS 110G, 167, 271, 272, 273 OR MATH 279 OR OECS 105, 120, 125, 210, 215 OR SA 211/213/214/218/207/203/204/209/255 |

# *APPENDIX XVIII*

New Mexico State University at Carlsbad
1500 University Drive
Carlsbad, New Mexico 88220
Telephone (505) 885-8831

3 December 1993

Faculty
NMSU-Carlsbad
1500 University Drive
Carlsbad, NM 88220

Dear Faculty:

Thank you for the warm reception you have shown me since my arrival last month. Your willingness to communicate openly with me on the needs of the faculty and institution was much appreciated. Although all of your concerns and suggestions may not be reflected fully in the initiatives proposed herein, they have not been forgotten--rather, they will be addressed in our subsequent meetings to be scheduled in the Spring.

The purpose of this letter is to provide you with a draft of the plan and initiatives I would hope to have you approve in general at today's meeting of the full-time faculty. This list is not exhaustive, and I would expect that portions of the plan and its strategies need to be refined; such tasks would be assigned to specific committees through the campus advisory structure.

As a consequence of our conversations during the past two weeks, I have concluded that the faculty is anxiously awaiting and positioned for change in the way the institution plans and communicates its directions. The following proposal is submitted for your consideration as a recommended course of action.

COURSE OF ACTION

The administration of NMSU-Carlsbad will communicate openly and regularly with all constituents on matters of its evolving purpose, characteristics, and direction.

This communication will be documented formally in a widely-disseminated PLAN which will record both the process and results of a long-range planning and budgeting process designed to engage all constituents in charting NMSU-Carlsbad's course into its preferred future.

The first step is to revisit our current Role and Mission Statement, and to revise it, as necessary, so that it clearly reflects the institution's purpose and clearly identifies its primary constituents; a copy of a proposed revision of the Statement, as prepared by selected members of the faculty, is provided as "Attachment I". NMSU-C's current Statement of Goals and Purposes should be revised in order to be in alignment with NMSU-C's revised Role and Mission Statement; a copy of a revised set of Goals and Purposes, as proposed by members of the faculty, is provided as "Attachment II".

The second step is to consider the institution's external environment, including those directives provided by the North Central Association, New Mexico's Commission on Higher Education, and NMSU at Las Cruces.

The third step is to develop initiatives which are defined by specific strategies, goals, and tasks which are assigned to specific teams and individuals for accomplishment within specific time frames.

The last step is to revisit NMSU-C's Role and Mission Statement biennially to assess the institution's successes in realizing its progress towards its preferred future, and to revise the Statement, as necessary, to shape the institution's vision for the year 2005.

## VISION OF NMSU-CARLSBAD IN THE YEAR 2000

NMSU-Carlsbad is a comprehensive community college which provides a large traditional and non-traditional student population with high-quality liberal arts and professional education. Certificate and associate degree programs are offered in academic and professional areas of demonstrable need. The institution maintains a strong commitment to excellence in instruction, scholarship, and public service. International education and other programs of emphasis continue to be integrated into the curriculum as the institution responds to the ever-changing demographics of the Southwest and the nation.

## STEPS TO SHAPING AND REALIZING NMSU-CARLSBAD'S PREFERRED FUTURE

1. The purpose of the institution, and the identity of its primary constituents, must be stated clearly in NMSU-C's Role and Mission. The Statement must be permitted to evolve, with input from all constituent groups, as the needs and opportunities of the community change. Revisions must be timely and communicated widely.

2. All constituents must be involved directly, or through representation, in the identification and ranking of a limited number of initiatives or "areas of emphasis which will become specific academic goals, and which will ensure that the institution's academic mission drives the institution's development.

3. Each academic, administrative, and student services unit will be asked to develop strategies, goals, and timelines for realizing the established initiatives. All activities of the institution and its employees will be proposed with recommendations for the allocation of funds and other resources, in accordance with the priority given each initiative.

4. The process of planning and budgeting will be continual, and its results will be published annually to serve as both a map for, and a report card of the institution's progress towards its preferred future.

## CAMPUS-WIDE INITIATIVES

### Overview

Campus-wide initiatives will be the product of a comprehensive planning and budgeting process designed to assist the administration in setting direction and priority for college activity, and to focus the campus' resources towards activity which promotes and ensures the highest quality of teaching, scholarship, and service in NMSU-C's service area.

While the NMSU-C Role and Mission Statement serves as the most general expression of the institution's purpose, the planning process shifts our focus from the generalities of the Mission Statement to the more specific areas of action. Ideally, the identification and ranking of specific initiatives would be the task of those involved in the planning process. Two realities have persuaded me to circumvent the preferred route: (1) the planning and budgeting process is identified as the first initiative and therefore needs to be created and implemented to drive the creative and decision-making sequence of events; and, (2) the North Central Association's focused visit is scheduled for early April of 1995, and time is of the essence to develop, approve, implement, and assess new directions of the institution and its academic mission. Consequently, I have taken liberty in developing a set of initiatives, based upon our discussions, which I herein propose in draft form for your consideration, refinement, and approval.

**Initiative One: Planning and Budgeting**

By Fall 1994, NMSU-C will initiate and implement a comprehensive, and continuing planning and budgeting process intended to inform and involve all stakeholders in creating and realizing a preferred future for NMSU-C. Each plan will be based on a six-year (*i.e.*, three biennia) cycle and will be revisited annually for purposes of revision, as necessary.

A. Strategy: Revisit NMSU-C's Statement of Role and Mission to define the institution's general purpose, and to identify its primary constituents.

1. Task: Align current academic offerings and support services with NMSU-C's academic mission and the expressed needs of its primary constituents.

2. Task: Create new courses and programs, or revise current offerings to support the academic mission fully.

3. Task: Eliminate or reduce those programs and courses which lack quality, and/or which are neither central nor complementary to the academic mission.

B. Strategy: Identify and rank specific "Areas of Emphasis" as a confined set of goals and tasks intended to promote the development and enhancement of NMSU-C's academic programs and related services. These "Areas" serve as subsets of the campus-wide initiatives and are unique to the academic mission.

1. Task: Create and implement plans for enhancing and assessing the quality, breadth, and value of NMSU-C's academic offerings.

2. Task: Create and implement plans for improving NMSU-C's library and the system which expands its holdings electronically.

3. Task: Create and implement plans for aligning NMSU-C's credit offerings with extended programs and services which truly complement the academic mission.

4. Task: Create and implement plans for assessing the range and value of services intended to support NMSU-C's academic mission.

5. Task: Rank each "Area of Emphasis" in terms of both its value in contributing directly and effectively towards the institution's mission and campus-wide initiatives, and its likelihood of being funded.

6. Task: Engage all faculty, via representation, in all phases of the planning and budgeting process, from the development and ranking of a recommendation for allocating non-restricted, instructional funds for the next biennium.

Initiative Two: Improve Communications On and Off-Campus

By Fall 1994, NMSU-C will implement a system to improve communications between administration and all constituent groups.

A. Strategy: Improve communications between NMSU-Las Cruces and NMSU-C.

B. Strategy: Improve communications between NMSU-C's administration and the institution's triad community of employees, students, and local leaders.

C. Strategy: Improve communications and partnerships between NMSU-C and the region's middle and secondary schools.

D. Strategy: Improve communications and create partnerships among the region's various business, industrial, civic, postsecondary, and social communities.

E. Strategy: Create and distribute a master schedule of the College's major events and deadlines.

1. Task: Create a biennial calendar of deadlines specific to developing, proofing, and publishing class schedules, as well as activities associated with faculty-student evaluations, campus-wide assessment, and planning and budgeting.

F. Strategy: Create processes for enhancing decision-making, curricular reform, assessment, and self-governance.

1. Tasks: Create identifiable and appropriate clusters of full-time faculty which will tie adjunct faculty to the College, according to related disciplines—*e.g.*,
   a. Natural Sciences
   b. Social Sciences & History
   c. Humanities & Performing Arts
   d. English
   e. Math & Computer Science
   f. General Business & Administrative Technologies
   g. Nursing (Health/Allied Sciences)
   h. Technical Studies & Trades

2. Task: Develop a list of reports generated by the Campus for internal and external use; the list will include identity of the authors, the nature of the reports, and the source and frequency of the requests for information.

Initiative Three: Create a Triad of Excellence in Instruction, Scholarship, and Public Service

Reinvigorate and reform NMSU-C's curriculum and redefine the role of faculty and students in creating and maintaining an environment which promotes excellence in instruction, scholarships, and public service.

A. Strategy: Reinvigorate and reform NMSU-C's courses and programs in the liberal arts and sciences, and redefine their primary role as one of providing associate-level instruction and scholarship for students pursuing associate degrees; their secondary role is one of providing instruction which supplements certificate programs and extended studies. The expected outcome of students enrolled in these programs is the completion of the Associate of Arts degree, which may also be used in transfer towards fulfillment of the general education requirements for a baccalaureate degree at NMSU-LC.

1. Task: Petition NMSU-LC's various colleges and central administration to reconsider specific courses for designation as "general education courses", with the purpose of expanding NMSU-C's curriculum.

2. Task: Create processes which engage faculty, students, and advisory committees in activities designed to examine and enhance curricular offerings.

3. Task: Create processes which inspire faculty to teach to, and which prepare students to expect and preform at increased levels of academic rigor and scholarship.

4. Task: Create processes which encourage and provide opportunities for students to apply theory to practice--e.g., actively engaged in cooperative education, practica, internships, guided research activities or creative performances.

B. Strategy: Reinvigorate and reform NMSU-C's courses and programs in the professional and technical-trades areas, and redefine their primary role as one of providing instruction, scholarship, and practice for students pursuing certificates and associate of applied science degrees. The expected outcome of students enrolled in these programs is completion of the Certificate or Associate of Applied Science degree which prepares them for immediate placement in a specific profession or trade.

C. Strategy: Create a continual process of enhancing and assessing the intellectual development and level of "career-preparedness" displayed by our graduates.

1. Task: Define and teach to the definition of an "educated person" at the two-year level.

2. Task: Define and implement campus-wide competency-based education for the purpose of assessing uniformly the strengths and value of NMSU-C's curriculum, instruction, and supporting services.

3. Task: Provide students with a general set of graduation competencies which are intended to measure the success of the students' participation in the educational process at NMSU-C, and which provide incentive for attaining measurable levels of excellence in learning and practice.

4. Task: Create an on-going instruction and assessment program which (a) provides the student with in-depth knowledge of a specific academic discipline; (b) provides the student with broad-based knowledge of the context in which the specific discipline supports or plays a role in liberal and professional studies; and, (c) measures and monitors each student's progress over time towards the satisfactory achievement of cognitive and related competencies at the time of graduation from a certificate or associate degree program.

D. Strategy: Broaden student's exposure to culturally-diverse populations and consciousness.

1. Task: Increase international and intercultural focus of the curriculum and the institution.

2. Task: Incorporate instruction which provides multi-cultural perspective, in each discipline, wherever and whenever appropriate.

3. Task: Increase faculty awareness and appreciation of culturally diverse populations through faculty development, scholarship, and public service.

E. Strategy: Provide incentives to faculty and students for developing and continuing discipline-focused enhancements of the curriculum (*i.e.*, models of excellence).

Initiative Four: Ensure Excellence in Faculty Development and Scholarship

By Fall 1994, NMSU-Carlsbad will have implemented a plan and process for identifying and ranking faculty development activities which promote the institution's realization of its preferred future.

A. Strategy: In recognition that faculty are the heart of the institution, and in recognition that the quality of the institution is only as good as the quality of its faculty and the students they instruct, NMSU-Carlsbad will dually reward excellence in faculty performance, and will enforce academic standards, for purposes of placement and continuation of academic progress.

1. Task: Full-time faculty will be selected, evaluated, retained, and rewarded on the basis of merit as it relates to measurable performance outcomes focused upon academic preparation and experience, classroom instruction, scholarship and administrative undertakings, and developmental achievements. Administrative undertakings will include active leadership in advisory, assessment, and related activities.

2. Task: Adjunct faculty and instructors of non-credit courses will be selected, evaluated, retained, and formally recognized on the basis of academic preparation and experience, classroom instruction, and active participation in the institution's on-going assessment and planning/budgeting processes.

B. Strategy: Encourage students to perform consistently at levels beyond their own expectations, and provide benchmarks by which students can individually monitor their scholastic preparedness and compare their academic progress with their peers.

1. Task: Design instruction which encourages and reinforces success in mastering specific skills and competencies.

2. Task: Design instruction which encourages individual as well as team achievement in comprehending, analyzing, and communicating complex concepts.

3. Tasks: Provide students who display difficulties in class with specific assignments to be accomplished under supervision of the Learning Assistance Center or other personnel dedicated to teaching and monitoring the development of good study and English-Math skills.

C. Strategy: Involve faculty, students, and advisory groups in the identification, development, implementation, and evaluation of a limited number of discipline-focused enhancements intended to serve as models of excellence within the college and community. Proposals and requests for faculty development and leave will be approved on the basis of priority assigned to the implementation and continuation of the models; priority will be secondary to those proposals and requests which support the college's campus-wide initiatives.

Initiative Five: Ensure Excellence in Public Service
Although the campus and surrounding community of NMSU-C may be isolated geographically, stakeholders in the college's success shall not be isolated intellectually and academically. Diversity of our curriculum, and participation in public service will broaden our political, economic, and social perspectives. By Fall 1994, NMSU-Carlsbad will respond rapidly and effectively to the public's demand for access to the college's pool of expertise and resources.

A. Strategy: Develop and implement a plan for accommodating the training needs of a skilled workforce.

B. Strategy: Identify and implement alternative delivery systems which are readily available and affordable (*e.g.*, interactive video) for the delivery of interactive instruction at-distance and in the work place/home.

C. Strategy: Become a valued partner in the economic recovery and continued economic vitality of the region.

1. Task: Seek participation in the research and development of specific economic initiatives.

2. Task: Develop academic programs which supply a skilled and ready workforce, in order to encourage industry to locate in the region.

Initiative Six: Develop an Environment Which Stimulates, Ensures, and Communicates Excellence in our Total Well-Being
Development of the intellect alone does not guarantee our total well-being. We are organisms nurtured by different and balanced infusions of physical, spiritual, and social wellness. The environment in which we work and succeed must nurture our inquiry and discoveries; it must encourage us to risk and allow us to fail. It must judge us candidly and regularly if we are to improve our individual and composite performances. Our success collectively as a college is determined by our individual contributions to the tasks, strategies and initiatives which support NMSU-C's general expression of mission. In turn, our individual contributions must be encouraged, recognized, and appreciated.

A. Strategy: Lines and frequency of communication in the planning and budgeting process of the college will be open for review and input.

B. Strategy: Expression and achievement of goals and tasks—as they relate to specific initiatives and strategies—will be recognized and celebrated on a regular schedule.

C. Strategy: A program for promoting the "wellness" of our employees and students will be implemented for the purpose of providing access to (1) nutritional education, (2) organized physical and recreational activities, and (3) interventional activities which direct persons of need to specific social services.

Other Concerns and Possible Initiatives

The academic mission and campus-wide initiatives of the College cannot be achieved in isolation. Other units of the college community will need to be engaged in the development of supporting initiatives. Such initiatives would need to involve student services in the enhancement of student life and services which truly complement the academic mission. Initiatives tied to college advancement might involve strategies for (1) enhancing community relations and sponsoring special events, (2) enhancing alumni relations and identifying specific alumni to special recognition, (3) enhancing efforts in sponsored giving, (4) enhancing marketing and publications, as well as news and related community services. Business and Finance must work closely with the various units to provide quick response to inquiries concerning budgets and related data. Lastly, it may become imperative that we develop and implement a plan for overseeing the college's information resources--*i.e.*, NMSU-C's information technology infrastructure.

Request for Response

You will need time to consider and fine-tune this proposal. I ask that we work revisions through the current campus advisory structure and submit this proposal to the Steering Committee for their consideration. This suggestion is made in tandem with the request that all revisions be recommended to me no later than February 14. In turn, I will present this proposal, in its revised form, to you at your next regularly scheduled meeting following February 14.

Thank you for your interest and cooperation in this effort.

Sincerely,

Sonia S. Cowen
Associate Provost for Instruction

c: Dr. D. Burgham, Provost
c: Adjunct Faculty, NMSU-C

CHRON: FAC/93-4